

University of Toronto
Program in Planning

PLANNING HANDBOOK 2016-2017

WELCOME

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 **REFERENCE CONVENTIONS**

A single underline indicates an external reference (full list of websites mentioned is given at the end of the handbook); a double underline indicates a handbook-internal cross-reference.

If you are reading this in paper form, you may download the interactive PDF at www.geog.utoronto.ca/programs/planning.

Welcome to the Planning Program at the University of Toronto

We are a community of scholars, practitioners and activists studying cities and regions, committed to fostering places that are liveable, equitable, and humane.

Our distinguished faculty bring an unusually wide variety of perspectives to bear on planning education—based on extensive research and outreach projects across the economic, social, urban, environmental and design dimensions of planning.

We welcome students with diverse educational backgrounds and work experiences aligned with planning; especially those who belong to groups that are currently underrepresented in planning academia and practice, from either domestic or international arenas.

As a Planning Program we

- address issues of social justice and environmental sustainability across all specializations of planning.
- bridge the largely imagined gap between theory and practice.
- advocate an interdisciplinary and critical approach to planning.
- engage in the communities around us.
- attract a varied, representative, experienced and creative student body every year.

1 Planning Education at the University of Toronto

1.1 What Do Planners Do?

At the heart of planning lies a commitment to humane city-regions, healthy environments and social well-being for everyone. Planners work for the public good—tempering market and bureaucratic rationalities with radical-democratic considerations and injecting a holistic view to debates about urban futures. They pursue these objectives as policy makers, public servants, builders, researchers, community organizers and political activists, working at all levels of government, in the non-profit sector or in private practice.

Although the built environment has been their traditional field of practice, today the work of planners involves social, economic, cultural and other such vital considerations. In spatial scale, it ranges from the design of individual communities to policy planning at the national level to international development. Planning specializations include land use, housing, transportation, urban design, social policy, public health, economic development, international development, and the environment—among others.

1.2 Why Study Planning? Why Now?

This is a time of rapidly increasing global demand for expertise and creativity in planning, as city-regions throughout the world face radical challenges to the quality of urban life. In this context, the education of planners assumes an unprecedented importance. The growing need for planning practitioners and academics worldwide is linked to:

- the importance of city-regions to economic viability, social cohesion, environmental sustainability and human well-being;
- the escalation of social conflicts stemming from rapid and uneven urban growth across the globe;
- the need to ensure that the demographics of planning institutions and academic departments are representative of the populations they aim to serve.

1.3 The Evolution of Planning

An historical perspective acknowledges at least five (sometimes overlapping) strands of planning in the modern world.

1. The liberal-humanist tradition arose mostly as a response to the unhealthy living conditions of 19th-century industrial cities, and involved contributions from public health, civil engineering, architecture and urban design.
2. Utopian-revolutionary planning also emerged in the 19th century, and intended not simply to improve the conditions of capitalist urbanism, but to transform them. This is the tradition of planning understood as social change, exemplified in the early moments of modernism, anarchism and Marxism, and still active today, for instance, in the worldwide anti-neoliberal movement.
3. The learning-by-doing approach (or the “science of muddling through”) has a long history, based on the American philosophy of pragmatism.
4. The current mainstream tradition of planning focuses on policy analysis and is largely rooted in neoclassical economics and the positivist social sciences (which sometimes defines planning as the rectification of market failure).
5. The approach to planning inspired by “difference”—sometimes called “postmodern”—emerged in relation to the situation of culturally or economically marginalized groups (including women, people of colour, gays and lesbians, the homeless, immigrants and refugees, Aboriginals, seniors), and enriches how planners think of justice.

Different conceptions of planning have been dominant at different times and in different places. From the Second World War until about the mid-1970s, for example, the most influential theories and practices of planning in Western countries owed much to the values of the Welfare State and Keynesian economics.

The last two decades of the 20th century, by contrast, witnessed the ascent of neoliberal ideology which has left its mark on planning practice throughout much of the world.

In every era, the kind of planning that has dominated has been determined by the balance of power between different social groups. Therefore, the meaning of planning in the 21st century will depend on how planners mediate social relations; that is, work with or against different interest groups in the emerging social and political struggles of our time.

1.4 Our Approach to Planning

If what planners do and how they think about the world are diverse, what constitutes the unity of their art and science? From a pedagogical standpoint, we can identify three questions that concern all planners.

1. How did the world of our cities get to be the way it is?
2. What kind of cities—or world—do we want to live in?
3. How do we get from what we have to what we want?

In our program, we address all three fundamental and interrelated questions.

A unique feature of our program is its location in a Geography Department—where faculty and students work across the domains of spatial analysis and planning intervention, theory and practice, reflection and action. This advantageous situation gives planning students access to a remarkably wide range of courses and faculty with expertise pertinent to many aspects of planning.

The program offers applied courses in the form of workshops, internships, international field courses and the Current Issues Paper (an individual piece of primary research on a practical topic), which emphasize ideas as much as skills and bring real-world problems into the classroom for critical reflection.

The approach to planning we advocate is interdisciplinary, critical and engaged. With us, students can pursue their interests in planning theory and history, political economy and public finance, economics, research methods, policy analysis, urban design, architecture, environmental studies, international development, anthropology, history, feminism, Marxism, critical theory, cultural studies, as well as urban, social, historical and cultural geography.

1.5 Connections with other Academic Units

The program benefits from close ties to the John H. Daniels Faculty of Architecture, Landscape and Design, with which our Master of Science in Planning (MScPI) share several courses.

Our productive relationships with the Departments of Anthropology, Economics, Engineering, History, Management, Political Science, Social Work and Sociology enrich the student experience. We also have relationships with University of Toronto research institutions such as the Cities Centre, the Centre for Urban and Community Studies, the collaborative Community Development Program, the School of Public Policy, the Martin Prosperity Institute, the Munk School for Global Affairs, the Centre for Environment, and the Centre for the Study of the United States.

1.6 Our Commitment to Diversity

A strong commitment to diversity is another vital hallmark of our program. We wish to reflect the increasing social diversity of global cities in our student population and faculty, and we take pride in our efforts to bring a true diversity of perspectives on planning and related issues into our classrooms.

We recognize that these objectives can be achieved in part through curriculum development, but are also enhanced by recruitment strategies. The purpose of recruiting the best talent from a wide range of ethnically diverse communities is not merely to ensure the demographic composition of the existing

program better reflects that of the urban region, but to enrich it by creating an intellectual environment where diverse opinions about what planning is and should be may thrive.

We welcome students with diverse educational backgrounds and work experiences, working in both international and domestic realms, from Canada and countries around the world.

1.7 Our History

Formal instruction in Town and Regional Planning was introduced at the University of Toronto in 1933 when lecture courses were given to architecture students at the undergraduate level. A Division of Town and Regional Planning was established in 1952 in the School of Architecture under the direction of Anthony Adamson. In 1954 the Division offered a program leading to a one-year diploma in Town and Regional Planning. Adamson was succeeded by Gordon Stephenson and then John Dakin.

Under Dakin's direction, the program was expanded to a two-year Master's degree in 1963, and in 1967 the division became the Department of Urban and Regional Planning. The number of students and staff increased significantly in the 1970s. In 1981 the University decided to associate the program with a larger administrative unit, and transferred the program to the Department of Geography.

This transfer increased the faculty resources and provided an opportunity to strengthen the program. The current program was launched in September 1982, and was revised and expanded in 2000 with the establishment of the urban design specialization within Planning.

The launch of the PhD in Planning in September 2007 represents the most recent expansion of the program.

1.8 The City

The university is located near the centre of a metropolitan region of over 5.2 million people, noted for its extraordinary social diversity, proactive government, excellent public transportation system, extensive library system, diverse cultural facilities and innovative approaches to housing and urban planning.

The dynamism of Toronto's urban region provides planning students with an accessible laboratory for studying a wide range of planning issues. The region also has many outstanding practitioners, several of whom instruct courses in the program or offer regular seminars and workshops.

1.9 Facilities

The Program in Planning is located in Sidney Smith Hall, 100 St. George Street, Toronto. The following facilities and activities are of particular interest to planning students.

1.9.1 The University Library System

The [Robarts Library](#) holds the bulk of the University's research holdings in the Social Sciences, while the Science and Medicine Library includes materials relevant to physical geography and environmental planning. There are specialized libraries in Engineering, Architecture, and other disciplines. A special collection of planning materials is being maintained in conjunction with the Public Documents collection in the Robarts Library. Students obtain a library card after they register, and should make an effort to become acquainted with the full scope of the library facilities. Tours, short courses, and handbooks are available.

1.9.2 Toronto's Library System

The Toronto metropolitan area includes several supplementary research facilities. The City of Toronto's [Municipal Reference Library](#) specializes in urban planning materials, as does its [Urban Affairs Library](#). The [City of Toronto Archives](#), the [Provincial Legislative Library](#), and the [Provincial Archives](#) contain much of the primary material for research into historical and policy issues. The resources of many departments of the [Government of Ontario](#) are frequently consulted by students and staff in the course of their research.

1.9.3 The Centre for International Studies (CIS)

This is an [interdisciplinary research centre](#) located in the Munk School Building. Programs and projects associated with the Centre include conflict mediation, global health, G7/G8 research, innovation and the global economy, Asia Pacific cooperation, environment and trade, environment and NAFTA, Latin America, and globalization and social cohesion. The Centre offers a wide range of programs, events and publications.

1.9.4 The Centre for Urban and Community Studies (CUCS)

[CUCS](#), with which several planning faculty are associated, is located in the former Tip Top building at 455 Spadina Avenue. It is an interdisciplinary research centre specializing in a broad range of urban issues. Current projects include studies of housing markets and policy, urban environmental management, governance in 'Third World' cities, demographic change, social networks and support systems, neighborhood change and urban sprawl. Its extensive list of publications indicates an even wider range of interests. Information on the Centre is available on request.

1.9.5 The Cities Centre

The University of Toronto has formally recognized urban research as one of the University's five major priorities for interdisciplinary research and training. The [Cities Centre](#) links diverse departments and faculties and provides a single portal for accessing the substantial resources of the institution in urban research. The vision of the Centre is to create a first-class facility that serves as its flagship for urban research, teaching and out-reach, and provides an exciting environment both for students and faculty.

1.9.6 The Cartography Office

The [Cartography Office](#) provides mapping and GIS support for teaching and research in the Department of Geography and the Program in Planning. The Cartography Office has produced 15 atlases and hundreds of other mapping projects and pioneered interactive mapping projects on the Internet. The office has licenses to use ESRI GIS (ArcGIS) products, as well as for software such as Mapinfo, Autocad, and GRASS.

1.9.7 The Centre for Environment

The [Centre for Environment](#) combines a teaching and research role. It, too, is interdisciplinary, including participation from most Social Sciences, Life Sciences, Engineering, Law and Planning. Research in progress includes studies of the impact of urbanization on the environment, the rehabilitation of the Great Lakes ecosystem, the long distance transport of air pollutants, and risk assessment.

1.9.8 The Map Library

This [library](#) contains a large research collection of air photos, maps and atlases, and provides access to a large number data sets for analyzing urban environments with geographic information systems. It is located within the Robarts Library.

1.9.9 The Geographical Computing Laboratory

This is located in Sidney Smith Hall and provides a wide variety of facilities for work in computer cartography, geographic information systems, word-processing, statistical analysis, graphic design, spreadsheets, and other applications within the Department. This system is fully supported by two full-time technical staff, and is continually being expanded and upgraded.

1.9.10 Study Space

Individual desks and a common room have been set aside for the use of planning students, who also have priority access to workshop/ seminar rooms equipped with microcomputers and printers, and an urban design studio.

1.10 Activities

The following facilities and activities are of particular interest to planning students.

1.10.1 Seminars and Colloquia

Seminars are held on a regular basis when members of the department and visitors present papers under the auspices of the Geography Department Intersections Series and the new Planning Colloquium. Similar activities take place at the Centre for Urban and Community Studies, the Centre for Environment, the Centre for International Studies and numerous other places within the University. Students in the Program in Planning also organize seminar sessions to share their experiences in various planning environments.

1.10.2 Professional Accreditation

Canadian Institute of Planners (CIP) and Ontario Professional Planners' Institute (OPPI). The Masters of Science in Planning Program is accredited by Canadian Institute of Planners (CIP) and the Ontario Professional Planners Institute (OPPI), such that graduates who are student members enjoy facilitated access to Institute services, "Examination B" and provisional membership in OPPI/CIP. Full membership may then be obtained after a prescribed period of professional experience and successful completion of an oral exam ("Examination A"). Students are advised to become student members of CIP and OPPI for the duration of their residence in the Program.

1.10.3 Canadian Association of Planning Students

The students in the Program are members of the Canadian Association of Planning Students. Representatives attend national and provincial conferences, and the organization also provides a link with the Canadian Institute of Planners. Lectures and conferences are available to students during the year.

1.10.4 Field Trip

Every year, Master's-level planning students starting their second year of studies have the opportunity to participate in a field trip. This involves selecting a city, conducting preliminary research on planning issues and institutions, travel to the selected city to meet with planners there and learn about planning in other jurisdictions. Cities visited in past include Mexico City, Portland (Oregon), Chicago, Detroit, St. Louis, Boulder, and Boston. Students help plan the trips, which usually take place in August or early September.

1.10.5 International Field Courses

Graduate students in Planning and Geography have the option to go further abroad by taking an international field course for credit during the summer term. These courses are jointly taught by faculty from

the University of Toronto and from universities in the host country. Students in past field courses have travelled to Japan, Indonesia, Israel and Germany. For more information, please contact the [Director of Planning](#).

2 The Master of Science in Planning Program

2.1 About the M.Sc.Pl. Program

The Planning Program offers a fully accredited Master's degree to suit the needs of students intent on working as planners or pursuing doctoral studies in planning or related fields. The structure of this curriculum consists of a required set of Core Courses and a broad range of elective courses covering five areas of Specialization in Planning:

- Urban Planning and Development
- Social Planning and Policy
- Economic Planning and Policy
- Environmental Planning
- Urban Design

While the purpose of the Core Curriculum is to provide students with the kinds of knowledge considered essential to the education of a planner (history, theory, criticism, methods, skills), the five areas of Specialization offer the opportunity for more in-depth study related to their future work.

The Planning curriculum consists of 16 half-courses (8 credits), which full-time students complete within two academic years (four semesters), usually by taking four-half courses per semester, along with a Summer Internship between the two years. The Program also admits part-time students, who are expected to fulfil all requirements for the degree within 6 years of first enrolment.

Out of the 16 half-courses (8 credits), the Core Curriculum accounts for 8 half-courses (4 half-courses and two full-courses, the Planning Workshop and the Current Issues Paper), that is, 4.0 credits – as explained below. The Specialization in Planning requires a further 5 half-courses. These requirements leave students with space for three electives – 3 half-courses or 1.5 credits – that may be taken from any Graduate Unit in the University.

The Program also requires that students demonstrate a B (or higher) average in their first-year grades and submit a Plan of Study upon the completion of a Summer Internship before admission into the second year of course work.

2.2 Admissions and Degree Requirements

Students are admitted under the general regulations of the School of Graduate Studies at the University of Toronto. The requirements include:

- bachelor's degree, or its equivalent, with high academic standing from a recognized university, in planning, geography or social science, or a closely related field;

or

- bachelor's degree with high academic standing in the life sciences, humanities, or professional programs, provided this preparation includes a grounding in the social sciences (normally equivalent to at least five courses)

We view professional planning or related experience favourably during the admissions process and encourage applications from those belonging to groups that are currently underrepresented in the academic and professional worlds of planning. The application process includes submission of a statement

of intent, transcripts, three confidential reference letters (at least two from university instructors) and a curriculum vitae.

2.3 Academic Achievement

- minimum academic standing as indicated
- due to limited enrolment capacity, meeting minimum standards does not guarantee admission
- minimum requirement is a B+ average in the final year (3.3 on a 4.0 grade point scale) of a Bachelor's Degree

2.4 English Language Achievement

Students whose primary language is not English and who graduated from a non-Canadian university where the language of instruction and examination was not in English, must demonstrate that their facility in English using one of the following methods (see below). This requirement must be met at the time the student submits an application.

TOEFL

The TOEFL is the most common language test and is offered in two formats: the traditional paper-based format (only offered on specific dates in a limited number of countries), and the internet-based format (IBT). Applicants in countries where the internet-based testing is not available must register for the paper-based TOEFL test which includes the Test of Written English (TWE) component. The internet-based tests automatically include an essay writing component which is similar to the TWE. All applicants must satisfy a minimum score requirement on the TOEFL and on the TWE/Essay Rating component to be considered for admission.

The minimum TOEFL score is at least 580 (paper) or 237 (computer) plus a TWE or Essay rating score of at least 5.0. The minimum score for Internet-based testing is 93 overall and 22 for each of the Reading/Writing/Speaking sections. To report your score use 0982 for the university code and 70 for the department code.

Note: The computer-based format is no longer offered (the last test was in September 2006).

Michigan English Language Assessment Battery (MELAB) [Required score: 85]

English Language Institute (ELI)
University of Michigan
Ann Arbor, Michigan
U.S.A., 48109-1057
Web: <http://www.lsa.umich.edu/eli/testing/melab/>

International English Language Testing System (IELTS) [Required score: 7.0]

University of Cambridge Local Examinations Syndicate
1 Hills Road
Cambridge, U.K.
CB12EU
Web: www.ielts.org
(applicants may also contact their nearest British Council Office)

The Certificate of Proficiency in English (COPE) [Required score: 76 (with at least 22 in each component and 32 in the writing component)]

COPE Testing Limited
7B Pleasant Boulevard
P.O. Box 1164

Toronto, ON M4T 1K2
E-mail: info@copetest.com Web: www.copetest.com

Academic Preparation Course [Required score: a final grade of B in Level 60]

International ESL Program
School of Continuing Studies, University of Toronto
252 Bloor Street, Suite 4-106
Toronto, Ontario
M5S 1V5
Web: www.learn.utoronto.ca/esl

The English Language Program at the School of Continuing Studies, University of Toronto, offers a 12-week intensive Academic English Course for individuals preparing for degree studies at the graduate level.

The Academic English Course is a certified, full-time intensive program focusing on the development of strategies for academic writing, reading, speaking and listening. Learning involves strategies for writing accurate, organized and well-developed reports, responses and essays. Students' reading comprehension, oral communication skills, listening facility and note-taking skills are developed to be commensurate with the academic standards the University of Toronto is known for.

Exemptions to English Language Testing:

You are not required to complete an English-language facility test if you are a Canadian citizen who studied at a Canadian university where the language of instruction is French.

If you are an international applicant whose primary language is not English, you may not be required to complete an English-language facility test if you have completed a program of study at a university where the language of instruction and examination has largely been in English. This is at the discretion of the graduate unit to which you have applied. If you are such an international applicant, please consult the graduate unit to which you are applying to determine if the test will be required. An official statement from your institution will be required, confirming the use of English as the language of instruction and examination.

To see a list of acceptable English facility tests by the School of Graduate Studies, please see the following website: http://www.gradschool.utoronto.ca/Admission_Requirements/english-proficiency-requirement.htm

2.5 Planning Core Curriculum

The Core Curriculum, which is required of all students, begins with **PLA1101H Planning History, Thought and Practice**, a critical examination of the historical legacy, philosophical underpinnings and normative questions that shape contemporary planning practice.

Students have a choice to take either **PLA 1103H Legal Basis of Planning** or **PLA1656H Land Use Planning**. These courses would provide students with an overview of planning law as it is constituted by different levels of government, administrative tribunals and the courts.

PLA 1102H Planning Methods I and **PLA 1105H Planning Methods II** introduce students to a variety of quantitative and qualitative methods of research and evaluation frequently employed in planning practice.

Taken together, these four first-year Core Courses, while covering knowledge essential to all kinds of planning practice, also provide students with a foundation for work in their Specialization in Planning and second-year Core Courses: **PLA 1106Y Workshop in Planning Practice** and **PLA 1107Y Current Issues Paper**.

The Workshop enables students to apply the fruits of their education in history, theory and methods to a range of exemplary planning problems and projects in the real world. The Current Issues Paper, which is likewise focused on the practice of planning via consultation with an outside, professional advisor (under

the supervision of two faculty, at least one of whom must be appointed in the Planning Program or Geography Department), allows students to undertake original research within their Specialization in Planning – often with a view to future work.

The basic structure of the Planning Program consisting of Core Courses and Electives (which fulfil the requirements of Specializations in Planning as explained below) is as follows:

MScPI Core Curriculum	
First Semester [fall]	
PLA 1101H Planning History, Thought and Practice	K. Goonewardena
PLA 1102H Planning Methods I	M. Siemiatycki
Elective	
Elective	
PLA1656H Land Use Planning (can be taken instead of PLA1103H)	J. Cantos/R. Gomes
Second Semester [spring]	
PLA 1103H Legal Basis of Planning (can be taken instead of PLA1656H)	TBA
PLA 1105H Planning Methods II	A. Kramer
Elective	
Elective	
[Summer Internship and Plan of Study]	
Third Semester [fall]	
PLA 1106Y Workshop in Planning Practice	S. Ruddick/P. Campsie
PLA 1107Y Current Issues Paper	L. Stephens
Elective	
Elective	
Fourth Semester [spring]	
PLA 1107Y Current Issues Paper	L. Stephens
Elective	
Elective	

Almost all of the courses in the Planning Program are half courses (H), which last one term and are worth .5 credits—with two significant exceptions. PLA1106Y the Planning Workshop is a full course worth 1 credit but offered in fall semester only, PLA 1107Y Current Issues Paper is a full course (Y) that continues through both terms from September to April; this is also a core course required for all students.

2.6 Specializations in Planning

The elective component of the Program complements the core through advanced work in one of the five areas of specialization. The chosen specialization often provides an opportunity to build on the student's undergraduate education, and anticipates the direction he or she will take in professional life.

Each specialization includes a number of courses that are designed to give a general introduction to the specialization and to permit the development of particular interests within it. Students must, in consultation with their advisors, select at least five half-courses within their chosen specialization, including those designated as mandatory. Students may elect to pursue two specializations, with the approval of the Program Director. In this case, double counting of some elective courses may be allowed.

In their plan of study at the end of the first year, students are also asked to identify the subject of their Current Issues paper (PLA 1107Y). While for accounting purposes this course is considered part of the core, its subject matter represents a significant part of the student's area of specialization.

Similarly, specialization themes are usually offered in the Workshop in Planning Practice (PLA 1106H).

2.6.1 Urban Planning and Development (UPD)

Advisor: M. Siemiatycki

This specialization is concerned with the processes through which the physical fabric of the city is developed, redeveloped and revitalized, and the ways in which these development processes can be modified or directed by public policy and regulation on the one hand and by the policies, practices and decisions of private corporations on the other. Depending on the particular subject of interest, the geographic scale may vary from a concern with the metropolitan region to a focus on the neighborhood. The concept of the development process is intended to be interpreted broadly, including the political and institutional context within which public decisions are made, the social and environmental consequences of those decisions and the economic context within which private sector decisions are made.

Students choosing this specialization will be taking five courses that meet urban planning and development specialization requirements. Please check timetable for available courses.

Within the general scope of urban planning and development, there are a number of sub-areas that might serve as the focal point of the specialization. Students should consult the specialization coordinator in the first term of their first year in order to develop an appropriate mix of courses, given the particular focus of their interests. For illustrative purposes, students in the specialization might want to concentrate on one or two sub-areas such as Housing, Neighborhood Planning, Real Estate Development, Transportation and Infrastructure, Metropolitan Development Policy, Land Use Regulation or Urban Revitalization.

2.6.2 Social Planning and Policy (SPP)

Advisor: S. Ruddick

This specialization focuses on how governments and organizations attempt to create more humane and equitable societies, in the contemporary context of restructuring policy regimes. It thus encompasses a wide range of topics from the analysis of the objectives, institutions, policies and decision-making processes of the modern welfare state to the methods for, and dilemmas of, planning with people for specific services to meet specific needs. Since social planning involves all levels of government, a secondary theme of this specialization is intergovernmental planning and implementation.

Students choosing this specialization may thus elect to focus on a variety of issues including:

- Shifting conceptions of need that help to construct program and policy responses for marginalized groups;
- Local, regional, national, and supranational political and economic contexts which shape and, to a lesser extent, are shaped by policy frameworks;
- The institutional framework of social planning;
- Substantive policy areas such as planning for neighborhood services, income security policy, and others.

Students will select at least five half-courses from social planning and policy list of available courses. Please check the course timetable. Consultation with the specialization coordinator is strongly recommended. Because of the strengths of other university departments in substantive social policy fields, students in this specialization will be expected to enroll in at least one course outside of Planning.

Those choosing this specialization will be required to take at least one of the following: **PLA1503H Planning and Social Policy**, **PLA 1551H Policy Analysis**, **PLA 1552H City Planning and Management**, **JPG 1506H State/Space/Difference: Understanding the New Social Geography of the State**, or **JPG 1615H Planning the Social Economy**. At least one other course must be taken outside the Department.

2.6.3 Economic Planning and Policy (EPP)

Advisor: R. DiFrancesco

This specialization is concerned with economic development issues at the local, regional, and, to some extent, national and global levels. It is designed to allow planning students to focus on policy and planning responses to problems of structural economic change, adjustments involving shifts in jobs and investment between sectors and locations; and regional and urban impacts of new trade conditions. At the same time, 'economic planning' is considered broadly to encompass 'Third World'; and community development; culture, creativity and innovation as factors of economic development; and the key nexus between transportation and economic development. The specialization also offers courses in advanced economic planning methods such as demographic forecasting and modeling of urban and regional systems.

Students choosing this specialization will select at least five half-courses.

Some courses might be selected from a variety of Departments, including Economics, Engineering, Industrial Relations, Management, Political Science, and [Adult Education and Community Development](#). For example, the [Department of Economics](#) offers courses in regional economics, economics of federalism, project evaluation and economic development. The [Faculty of Engineering](#) offers courses in transportation demand analysis, planning and public transport, and environmental engineering. The [Department of Industrial Engineering](#) has courses in industrial relations, industrial sociology, economics and demographics. The [Faculty of Management](#) offers courses in capital markets, forecasting, marketing and business-government relations. The [Department of Political Science](#) offers courses in technology policy and policy processes in Canada, as well as numerous courses in 'Third World'/international development. Finally, Adult Education and Community Development has an extensive listing in 'Third World'/international development and community development.

2.6.4 Environmental Planning (ENV)

Advisor: V. Maclaren

This specialization aims to provide a basic understanding of the environmental factors and processes that affect, or are affected by, nearly all planning decisions, and to prepare planners in the fields of sustainable development, environmental assessment and environmental policy. Examples of environmental planning are drawn from experience in Toronto and other areas in Canada as well as from 'Third World' countries. Students entering this specialization are not expected to have previous course work or experience in the field of environmental planning, although these would clearly help.

Students choosing this specialization will select at least five half-courses. Check the course timetable for available courses.

2.6.5 Urban Design (URD)

Advisor: P. Hess

This specialization will prepare MScPI students to practice as professional planners with specialist knowledge in the theory and methods of Urban Design, though it would not train students as Urban Designers unless they have a substantial background in a design discipline such as Architecture. Students selecting this field will complete foundational coursework in, theory/history and studio/workshops, supplemented by further electives drawn from a wide range of possible courses.

Students electing the Urban Design field of specialization will be required to fulfill the following course requirements:

- URD1031H: Urban Design: History, Theory, Criticism (offered through Daniel's Faculty of Architecture)
- PLA 1652H Introductory Studio in Urban Design and Planning
- PLA 1653H Advanced Studio in Urban Design and Planning (pre-requisite of PLA 1652H)

At least two other courses must be taken from the electives that meet Urban Design specialization requirements. Check course timetable for details.

2.7 Professional Experience

In conjunction with the core curriculum, students are expected to enhance their professional expertise in the real world of planning by undertaking a summer internship upon the completion of the first year of study. While faculty and staff of the program will assist students to find a summer internship appropriate to their specialization in planning and career interests (the program maintains a file on previous internship contacts), students are expected to take the primary initiative in searching for a rewarding practical experience in planning. Often the summer internships help students identify potential research topics for their Current Issues Paper and prepare the plan of study for the second year; they also provide useful networking opportunities within the planning community, which may translate into employment prospects.

2.8 Collaborative Programs

MScPI students have the opportunity to participate in several collaborative programs. They include:

2.8.1 Environment and Health

Offered jointly with the Centre for Environment. The program requires students to complete 16 half-courses or their equivalent. These courses must include the core courses in Planning – [PLA 1101](#), [PLA 1102](#), [PLA 1103](#), [PLA 1105](#), [PLA 1106](#) and [PLA 1107](#), the Environment & Health core course ENV 4001H "Graduate Seminars in Environment and Health" and one half course elective from the approved list of courses at the Centre for Environment. Students must fulfill the requirements for one of the specializations in planning; write, under the supervision of a member of the Geography/Planning faculty, a current issues paper (to partially satisfy the requirements of PLA 1107), typically of about 35 pages, which must be presented and defended in an oral examination before a committee of faculty members and a planning client; and take part in an internship which provides "on the job" experience in environmental analysis and planning. For information on this program, please contact Pavel Pripa, Graduate Student Advisor & Program Assistant at the Centre for Environment: 416-978-3475 or pavel.pripa@utoronto.ca. Also see the Centre's website: <http://www.environment.utoronto.ca/>

2.8.2 Environmental Studies

Offered jointly with the Centre for Environment. The program requires students to complete 16 half-courses or their equivalent. These courses must include the core courses in Planning – [PLA 1101](#), [PLA 1102](#), [PLA 1103](#), [PLA 1105](#), [PLA 1106](#) and [PLA 1107](#), the Centre for Environment core course [ENV 1001H](#) "Environmental Decision Making" and one half-course elective from the approved list of courses at the Centre for Environment. Students must fulfill the requirements for one of the specializations in planning; write, under the supervision of a member of the Geography/Planning faculty, a current issues paper (to partially satisfy the requirements of PLA 1107), typically of about 35 pages, which must be presented and defended in an oral examination before a committee of faculty members and a planning client; and take part in an internship which provides "on the job" experience in environmental analysis and planning. For information on this program, please contact Pavel Pripa, Graduate Student Advisor & Program Assistant at the Centre for Environment: 416-978-3475 or pavel.pripa@utoronto.ca. Also see the Centre's website: <http://www.environment.utoronto.ca/>

Please note: Master's students from the Program in Planning enrolled in one of the above collaborative programs should use their home unit code designators when registering on ROSI for the research paper (PLA 1107Y) and internship project (PLA 4444Y). These requirements will also count towards the collaborative program research paper (ENV 5555Y) and internship (ENV 4444Y) requirements.

2.8.3 Community Development

To fulfil the requirements of this program, students must complete the following courses. With the exception of the non-credit seminar, the courses listed below are options within regular departmental or faculty degree requirements, not additional courses.

1. The core course in community development, UCS 1000H Community Development: Theory and Practice, Professor J.D. Hulchanski, course instructor);
2. Two additional half-courses in the subject area of the program, to be approved by the program director; at least one of the two additional half-courses must be external to the home graduate unit;
3. Mandatory participation in a non-credit coordinating seminar on community development;
4. A current issues paper, on a topic related to community development.

If you have any questions regarding this collaborative program, please contact the Program Administrator by email: grace.ramirez@utoronto.ca or see the program's website: <http://www.urbancentre.utoronto.ca/communitydevelopment.html>.

2.8.4 Asia-Pacific Studies

The collaborative master's degree program in Asia-Pacific Studies is designed to provide graduates with advanced training in a particular discipline and in the historical and social science studies of modern East and Southeast Asia. The major topics of emphasis are political economy, modern and contemporary social history, international relations, gender, political and social change, economic development, and cultural studies. The program contributes to the development of an integrated and interdisciplinary research community in Asia-Pacific Studies at the University. Program requirements are:

1. ASI 1000Y
2. A full-course equivalent (FCE) that may be in the form of one of the following:
3. master's thesis
4. a major research paper in one of the FCEs related to Asia-Pacific
5. a thesis-equivalent research paper in an independent research 0.5 FCE. This option must be combined with an additional 0.5 FCE on Asia-Pacific listed on the Web site (www.utoronto.ca/asiapacific-ma).
6. By the time of graduation from the master's degree program, every student is strongly expected to have a working knowledge of an East or Southeast Asian language as needed for his or her program of study.

If you have any questions regarding this collaborative program, please contact the Program Administrator by email: asiapacific.ma@utoronto.ca or see the program's website: <http://webapp.mcis.utoronto.ca/asiapacific-ma/Default.aspx>

2.8.5 Women and Gender studies

The Graduate Collaborative Program in Women and Gender Studies (CWGS) provides a formal educational context for the pursuit of interdisciplinary research in women and gender studies and advanced feminist scholarship. The program, offered at the master's and doctoral levels, provides a central coordinating structure to facilitate and disseminate research in women and gender studies through student and faculty research seminars, colloquia, circulation of work in progress, study groups, conferences, and publications. The CWGS contributes to the development of an integrated research community in women and gender studies at the University of Toronto.

For admission and program requirements (for both master's and doctoral level) please contact the Graduate Collaborative Program in Women and Gender Studies office at grad.womenstudies@utoronto.ca or see the program's website: <http://www.utoronto.ca/wgsi/>

3 Course Listing and Descriptions

3.1 Courses Listing

Core courses (PLA 1101H/1102H/1103H/1105H/1106Y/1107Y) are restricted to MSc Planning Students.

The PLA designation refers to Planning courses, while JPG refers to joint planning-geography courses. Courses with an URD designation are offered through the Faculty of Architecture, Landscape and Design (FALD). Please note that not all elective courses are offered every year.

COURSE LISTINGS			
Code	Title	Instructor	Specializations
PLA 1101H	<i>Issues in Planning, Theory, Thought and Practice</i>	K. Goonewardena	Core
PLA 1102H	<i>Planning Methods I</i>	M. Siemiatycki	Core
PLA 1103H	<i>The Legal Basis of Planning and Policy-Making</i>	TBA	Core
PLA 1105H	<i>Planning Methods II</i>	A. Kramer	Core
PLA 1106H	<i>Workshop in Planning Practice</i>	S. Ruddick/P. Campsie	Core
PLA 1107Y	<i>Current Issues: The Planning Report</i>	L. Stephens	Core
JPG1111H	<i>Research Practice in Geography</i>	K. Wilson	All
PLA 1149H	<i>Independent Study</i>	Staff	Consult Director
PLA 1150H	<i>Planning Field Trip Course</i>	Staff	
PLA 1151H	<i>Planning Field Trip Module</i>	Staff	
JPG1400H	<i>Advanced Quantitative Methods</i>	S. Farber	All
JGE1425H	<i>Poverty, Livelihoods and Environment</i>	C. Abizaid	All
JPG1426H	<i>Natural resources Differences and Conflict</i>	Mollet	ENV, EPP, SPP
JPG1428H	<i>Managing Urban Ecosystems</i>	T. Conway	ENV, UPD
JPG1429H	<i>Political Ecology of Food and the Agrarian Question</i>	M. Ekers	UPD, ENV
JPG1502H	<i>Global Urbanism and Cities of the Global South</i>	G. Reddy	UPD, SPP, EPP
PLA1503H	<i>Planning and Social Policy</i>	S. Ruddick	SPP
JPG1503H	<i>Space, Time, Revolution</i>	K. Goonewardena	UPD, <u>SPP</u> , <u>EPP</u>
JPG1504H	<i>Institutionalism and cities: space, governance, property & power</i>	A. Sorensen	UPD, SPP, <u>EPP</u>
JPG1506H	State, Space and Difference	S. Ruddick	UPD, SPP, <u>EPP</u>
JPG1507H	<i>Housing and Housing Policy</i>	L. Bourne	UPD, EPP, SPP
PLA1516H	<i>Special Topics – The Planner’s Role in Supporting Public Decision-Making – Case Studies in Professional Practice</i>	R. Dowler	All
JPG1516H	<i>Declining Cities</i>	J. Hackworth	UPD, EPP, SPP
PLA1517H	<i>Special Topics-Workforce Development in the ‘New Economy’: Planning Challenges and Possibilities</i>	N. Rantisi	<u>UPD</u> , EPP, SPP
JPG1518H	<i>Sustainability and Urban Communities</i>	S. Bunce	All
PLA 1551H	<i>Policy Analysis</i>	J. Farrow	All
PLA1601H	<i>Environmental Planning and Policy</i>	V. Maclaren	ENV, UPD
JPG1607H	<i>Geography of Competition</i>	J. Miron	EPP
JFG1610H	<i>Sustainable Forest Management</i>	T. Smith	ENV
JPG1615H	<i>Planning and the Social Economy</i>	K. Rankin	SPP, UPD
PLA1651H	<i>Business and Land-Use Development for Urban Designers</i>	TBA	UPD, URD, EPP
JPG1660H	Regional Dynamics	R. DiFrancesco	<u>UPD</u> , EPP
URD1031H	<i>Urban History, Theory, Criticism</i>	G. Baird	URD
URD1500H	<i>Select Topics in Urban Design-Introduction to Contemporary Urbanism</i>	M. Sterling	URD
PLA 1652H	<i>Introductory Studio in Urban Design and Planning</i>	K. Goonewardena	URD
PLA 1653Y	<i>Advanced Studio in Urban Design and Planning</i>	P. Hess	URD
PLA 1654H	<i>Urban Design Research Methods</i>	P. Hess	URD
PLA 1655H	<i>Urban Design and Development Controls</i>	TBA	URD, UPD
PLA1656H	<i>Land Use Planning</i>	J. Cantos/R. Gomes	All
JPG1672H	<i>Land and Justice</i>	T. Kepe	SPP, ENV, UPD
JPG1702H	<i>Pedestrians, Streets, and Public Space</i>	P. Hess	<u>All</u>
JPG1706H	<i>Geographies of Violence and Security</i>	D. Cowen	SPP, <u>UPD</u>
PLA1801H	<i>Urban Infrastructure Planning</i>	M. Siemiatycki	UPD, URD, <u>EPP</u>
JPG1805H	<i>Transnationalism and Gender</i>	R. Silvey	SPP
JPG1809H	<i>Spaces of Work-Value, Identity, Spaces and Justice</i>	M. Buckley	SPP
JPG1812Y	<i>Planning for Change</i>	R. DiFrancesco/A. Kramer	Consult Director
JPG1906H	<i>Geographic Information Systems</i>	D. Boyes	Consult Director
JPG1914H	<i>GIS Research Project</i>	D. <u>Boyes</u>	Consult Director
*PLA 4444H	<i>Internship</i>	Non-credit/Staff	Consult Director
Selection of courses typically taken by Planning students			
Code	Title	Instructor	
AEC 1102H	<i>Community Development: Innovative Models</i>	J. Quarter	UPD, SPP

COURSE LISTINGS			
Code	Title	Instructor	Specializations
AEC 3181H	<i>Feminist Standpoints: Critical and Post-Structural Approaches</i>	A. Miles	UPD, SPP
AEC 3182H	<i>Citizenship Learning and Participatory Democracy</i>	D. Schugurensky	SPP
CIV 0531H	<i>Transport Planning</i>	E. Miller	UPD
CIV 0543H	<i>Solid Waste Management</i>	P. H. Byer	ENV, UPD
CIV 1305H	<i>Water Resources System Analysis</i>	B. J. Adams	ENV, UPD
CIV 1507H	<i>Public Transport</i>	A. S. Shalaby	UPD
CIV 1535H	<i>Transportation and Development</i>	E. Miller	UPD
CIV 1538H	<i>Transportation Demand Analysis</i>	E. Miller	UPD
ENV 1001H	<i>Environmental Decision Making</i>	P. H. Byer / I. Stefanovic	ENV
ENV 1002H	<i>Environmental Policy</i>	D. Macdonald	ENV
ENV 1444H	<i>Capitalist Nature</i>	S. Prudham	ENV, SPP, EPP
ENV 1701H	<i>Environmental Law</i>	P. Muldoon	ENV
ENV 1703H	<i>Water Resource Management</i>	L. Grima	ENV
ENV 1704H (formerly IES 1210H)	<i>Environmental Risk Analysis and Management</i>	L. Grima & J. Dooley	ENV
ENV 1706H	<i>Natural Hazards and Natural Disasters</i>	M. Mirza	ENV
ENV 1707H	<i>Environmental Finance and Sustainable Investing</i>	Ambachtsheer & McGeachie	ENV
FOR 1470H	<i>International Trade: Environment and Sustainable Development</i>	S. Laaksonen-Craig	ENV, UPD
FOR 3003H	<i>Socioeconomic Influences on Forest Ecosystems</i>	S. Kant	ENV
GGR 1504H	<i>Health, Place and Difference</i>	K. Wilson	SPP, UPD
HIS 1111H	<i>Topics in North American Environmental History</i>	L. Macdowell	ENV
JPF 2430Y	<i>Cities</i>	P. McCarney	UPD
JPV 1201H	<i>Politics, Bureaucracy and the Environment</i>	R. Stren	UPD
JVP 2147H	<i>Environmental Philosophy</i>	K. Maly	ENV
SES 1954H	<i>Marginality and the Politics of Resistance</i>	S. Nestel	SPP
SES 3912H	<i>Race and Knowledge Production</i>	S. Razack	SPP
SWK 4210H	<i>Promoting Empowerment: Working at the Margins</i>	M. Popovic / S. Neysmith	SPP
SWK 4403H	<i>Women and Social Policy</i>	S. Tam/ S. Neysmith	SPP
SWK 4422H	<i>Social Housing and Homelessness</i>	D. Hulchanski	SPP, UPD

*(UPD=Urban Planning & Development; SPP=Social Planning & Policy; EPP=Economic Planning & Policy; ENV=Environmental Planning; URD=Urban Design)

**Some courses may be applicable to specializations other than those currently listed (depending on who is teaching them, etc.). If you think a given course should apply to a particular specialization which is not listed, please consult the program director.

3.2 Course Descriptions

Core courses (PLA 1101H/1102H/1103H/1105H/1106Y/1107Y) are restricted to MSc Planning Students.

The PLA designation refers to Planning courses, while JPG refers to joint planning-geography courses. Courses with an URD designation are offered through the Faculty of Architecture, Landscape and Design (FALD). Please note that not all elective courses are offered every year.

PLA 1101H Issues in Planning History, Thought and Practice (core course)
(K. Goonewardena)

This course introduces students to important issues in planning thought and practice. Initial sessions consider the history of the planning profession as well as the philosophical and normative issues surrounding contemporary planning practice. Next, students discuss the political and economic contexts in which planners work, focusing on: the dilemmas of democratic planning; the analysis of bureaucracies; and the analysis of collective action. Finally, the course discusses some basic ecological principles and the relationships between planning and sustainable development.

PLA 1102H Planning Methods I (core course)
(M. Siematycki)

Concepts and techniques of planning problem solving in both the public and private sectors are the concern of this course. What is the structure of decision problems? What type of information is needed to make decisions? How do planners make decisions in situations where there are multiple objectives and multiple stakeholders? How do we know whether a program, plan or policy is fulfilling its objectives?

PLA 1103H The Legal Basis of Planning and Policy-making (core course)
(TBA)

The social and political objectives of planning are implemented through law and find expression through legal institutions. This course provides an introduction to the legal basis of regulation in general, and planning in particular, by examining the role and authority of different levels of government, administrative tribunals and the courts.

PLA 1105H Planning Methods II (core course)
(A. Kramer)

The basic patterns of national, regional, urban and intra-urban growth in Canada are outlined, and this knowledge is then applied to forecasting procedures at various spatial scales. Questions addressed in the course are: What do recent studies tell us about growth patterns and trends? What are their implications for various planning tasks? What kind of data and techniques are available to us? Each student will be required to develop a series of forecasts for a particular metropolitan area, and to discuss their implications for policy.

PLA 1106Y Workshop in Planning Practice (core course)

(S. Ruddick/P. Campsie)

Students are expected to apply the insights, skills and techniques acquired during the first year of study to a number of case studies and assignments drawn from different planning contexts. As in a professional office, students will work in teams to obtain experience in cooperative action and in the management of time and effort. Projects will be selected in order to expose students to the complexity of real problems, and to suggest the range of policy and planning issues which students might encounter after graduation. Senior practitioners in the Toronto region also work with students in the Workshop.

PLA 1107Y Current Issues: The Planning Report (core course)

(L. Stephens)

Each student will prepare a planning report addressing a current planning issue in the student's specialization. The topic will be formulated jointly by the student and a faculty advisor and written in consultation with professionals in the field. The final report will be presented to an evaluation panel of faculty and visiting professional planners. In preparation for the writing of the report, students will meet regularly during the fall term in order to develop further their ability to fashion practical and effective arguments. Practicing professionals will be invited to the class to participate in these sessions and to discuss strategies formulated in response to the professional challenges encountered.

JPG 1111H Research Practice

(K. Wilson)

This course will introduce students to philosophical and methodological approaches to research in geography. Through seminar and lecture modules, students will acquire an understanding of different research paradigms, quantitative and qualitative methods, and the knowledge necessary for developing sound and reflective geographic research strategies. The goals of the course will be to provide students with the knowledge needed to effectively evaluate research, understand the process of research design, formulate research questions and develop a geographic research proposal.

PLA 1149H Independent Study

(Staff)

This course is meant to allow students to work individually with specific faculty members on a topic of their choosing. Frequently, faculty members and students develop the readings together although it is possible to base course readings on the syllabi of existing graduate courses.

PLA 1150H Planning Field Trip Course

(Staff)

Much of the fieldwork undertaken by planning students at the University of Toronto currently takes place in Toronto or surrounding communities. Many of the case studies used in classes are Toronto-centred and guest speakers tend to come from Toronto. Although there is much to be learned from the planning experience in Toronto, the student experience in the Program in Planning will be enriched by offering students the opportunity for an in-depth, on-site examination of planning policies and issues in another major city, in North America or elsewhere. The Program in Planning currently offers a short non-credit field trip to second-year planners before the beginning of the first term. The Program would like to be able, when the possibility occurs, to offer a field trip course for credit.

PLA 1151H Planning Field Trip Module

(Staff)

In this course, students in the MScPI program participate in a 4-5 day field trip to a major metropolitan area to investigate urban planning processes. The students participate in the planning of the field trip; visit planning professionals working in public, private and so-called 'third sectors'; explore planning issues that cut across the social, economic, environmental and design dimensions of planning; and participate in a collective debriefing process involving the preparation and circulation of a 5-page reflection paper.

JPG 1402H Environment and Development

(A. Boland)

This course examines the relationship between environment and development. After consideration of key theoretical frameworks for understanding the links between the two, we will focus on case studies from regions typically considered sites for development (i.e., the 'Third World'), as well as from advanced capitalist and transition economies.

JPG 1403H Political Ecology of African Environments

(T. Kepe)

This course introduces, and makes argument for use of, political ecology approach to understand environmental challenges facing the African continent. With widespread concerns about degradation of and conflicts over natural resources (land, flora and fauna) dominating environmental policies in Africa, the political ecology approach seeks to encourage an understanding of how politics, the economy, history and culture shape and are in turn shaped by interactions of people with the physical environment. Several

topics are explored and these include poverty and environment; environmental degradation narratives and their origins; politics of conservation and land and resource rights.

JPG 1404H Issues in Global Warming

(D. Harvey)

This course presents a comprehensive overview of the greenhouse gas/global warming issue, its relationship to other atmospheric environmental problems, and policy options at the local to international scale.

JPG 1410H Institutional and Organizational Ecology

(K. MacDonald)

This seminar focuses on the role of institutions in structuring nature-society relations and environmental management. As property relations are restructured, and management responsibilities both centralized and decentralized in different parts of the world, institutions historically responsible for governing human-environment relations morph and are often displaced by spatially and ideologically distant realms of authority, including international non- and inter-governmental organizations. Readings and discussion in this seminar focus on, among other topics, understanding the effect of institutions on local ecosystem dynamics, factors contributing to institutional resilience and vulnerability, institutional production of environmental knowledge, and methodological tools and approaches required to understand new and emergent institutional contexts of environmental production.

JGE 1413H Workshop in Environmental Impact Assessment

(V. Maclaren)

Lectures and workshops examine the major methodologies and techniques used in environmental impact assessment and allow the student to apply these to relevant planning situations.

JPG 1415H Global Environmental Justice and Social Movements

(K. Kumar)

The course relies on seminar based pedagogy to explore how the concept of justice provides a critical and usually missing lens for examining the broad gamut of society-environment interactions. Environmental justice is a concept articulated first in context of American politics of race and class. In this course we shall take a broader sweep across disciplines and across nations to examine how, why and whether notions of justice and human rights need to be brought to the center of the sustainability and environmental debate. Can the perspective of justice, understood variously and differently in different contexts, be used to destabilize neo-liberal capitalism and its market based solutions for critical social and environmental problems? We will examine how social movements across the world frame their struggles in terms of social and environmental justice; and how these networked actors have influenced and changed the way in which environmental politics plays out both globally and locally.

JPG 1414H Cities as Ecosystems

(Staff)

This course examines the extent to which an ecosystem approach can be used to address physical, political and financial challenges to urban management in both rich countries and poor.

JPG 1416H Environmental Consequences of Land Use Change

(T. Conway)

This reading seminar focuses on land use/ land cover within a global environmental change framework. Changing land use/land cover, alongside climate change, has emerged as a key component of environmental change research, with researchers from both the social and physical sciences contributing to the growing body of literature. The course begins by exploring the processes and consequences of land use changes. This is followed by an examination of the approaches to studying historical, current, and future land use/ land cover. The course ends with a detailed examination of two key topics: tropical deforestation and North American suburban development. Throughout the course issues associated with bridging the gaps between the social and natural sciences, connections between global and local processes, and the role of individual decision-makers will be considered.

JPG 1418H Rural Land Use Planning

(TBA)

The examination of policy and planning issues which arise from the growing space, resource and amenity demands on rural lands. Particular attention will be paid to the distinctiveness of rural land use planning problems and to the development of appropriate policies and practices for rural areas. Following a discussion of conceptual questions such as the distinctiveness of rurality, changing rural-urban relations, the value of countryside, the role of rural land and the objectives of rural land use planning, the course will focus on specific topics including: urban containment, agricultural land use planning, resource management, environmental conservation, amenity planning, settlement design and rural economic development.

JPG 1419H Aboriginal/Canadian Relations in Environmental and Resource Management

(D. McGregor)

This course will explore the relationship between Aboriginal and non-Aboriginal peoples in Canadian society from pre-European contact to the present. The relationship between Aboriginal and non-Aboriginal peoples in Canada shapes historical and current views of environmental and resource management in a variety of ways. Economic, environmental, political, social and cultural aspects will be discussed.

JGE 1420H Urban Waste Management: an International Perspective

(V. Maclaren)

The course presents an overview of urban waste management practices in developing urban areas, with comparative reference to Northern cities. The emphasis of the course is on the linkages among the technical, social, economic and political aspects of solid waste management. The main examples will come from Asia and Canada. Aspects of solid waste management planning to be covered in the course include: identification of waste problems (social, technical and managerial), development of alternative waste management strategies (including source reduction, reuse, recycling, composting, incineration and land-filling), and factors (social, economic, political and technical) contributing to the success of such strategies.

JPG 1421H Health in Urban Environments

(S. Wakefield)

This course explores ways of theorizing, evaluating, and improving health in urban areas. Through readings, group discussion, and individual and group inquiry, students will examine the key mechanisms by which urban environments (broadly defined) impact on the people living in them, and how - and to what extent - urban residents can in turn alter their environments to facilitate health. While this course is grounded in the practice-oriented discourses of urban planning and health promotion, a critical awareness of, and debate about, the strengths and limitations of various approaches to promoting and maintaining the health of urban residents in both developed and developing countries will be encouraged.

JPG14123H Political Ecology of Food Systems

(TBA)

As food and agriculture move increasingly to the centre of many apparently disparate social, political and economic dilemmas, a modernist legacy focused on industries and cities has left most theories, policies, and government institutions ill equipped to interpret agrofood systems. This course introduces academic debates and multiscale policy initiatives linking land use, food safety, knowledge/intellectual property, health and environmental effects of different farming systems, and other emergent linkages.

JPG1424H Comparative Farming Systems

(TBA)

Issues related to farming systems, agricultural policies, and agrarian social movements are increasingly coming into public contestation. The course offers an introduction to historical and contemporary debates about the agrarian question, including social relations of production, technologies, knowledge, and fit with agroecosystems. It explores farming systems in North and South, as well as contemporary intergovernmental, expert and social movement approaches to agricultural policies and the place of farming in society.

JPG 1501H The Political Economy of Cities

(TBA)

The physical form of cities is an expression of social and economic processes that are nested and mediated at a number of different spatial scales. The reinvestment of inner city neighborhoods is, for example, a simultaneous expression of global labor market restructuring, regional housing supply, and personal preference, among other factors. This course addresses the political and multi-scalar context of contemporary urban forms through a selective treatment of the relevant literature. It begins with a brief overview of conventional notions of urban structure, continues with more recent critiques of these ideas, and concludes with a focus on the impact of globalization.

PLA 1503H Planning and Social Policy

(S. Ruddick)

What is social policy? What are the underlying objectives of policy delivery? What are the most effective methods of implementation? Twenty years ago, objectives and parameters of redistribution were framed within the norms of the Keynesian welfare state. Debates were centered largely around "how much" and not "how to." The course explores social planning in the context of shrinking resources for redistribution, reconfigurations and changing scales of service delivery, the rise of public, non-profit and private sectors, debates over rights and needs and new forms of poverty and marginality, globalization and privatization. Students will gain an understanding of the changing history and philosophy of redistribution, the rhetoric and reality of globalization, and the relationship between shifting social policies and social identities.

JPG1503H Space, Time, Revolution

(K. Goonewardena)

This graduate seminar seeks to occupy a certain theoretical terrain of radical politics--one that is currently animated by the unmistakable sense of a 'crisis of capitalism' (no more: 'There Is No Alternative' or 'End of History') as much as the widespread anticipation of new political and indeed historical possibilities (why not, now, communism?). If the immediate cause of this course consists in the conjunction of a profound awareness of systemic malfunction with a global ('99%') desire for an exit from the actually existing world that however lacks a matching degree of clarity on 'What Is To Be Done?' or 'Who Is Going To Do It?', then its essential references become twofold.

JPG 1505H The Multicultural City: Diversity, Policy and Planning

(TBA)

As communities across Canada become even more culturally diverse, those of us involved in shaping planning and social policy require an ever-expanding toolbox of skills and approaches for policy to be truly inclusive. How can urban social policy respond to the new realities of transnational migration? How can planning practices respond to notions of difference in the city? This course will explore these questions by focusing on innovative processes that are required to work in policy arenas through a multicultural context. To provide an environment for professional development that facilitates diverse

interests in social policy, this course will underscore how policy has been re-framed in contemporary debates around new understandings of marginalization, productivity, social exclusion, and diverse racialized/gendered/classed identities. Students will learn about the rhetoric and reality of globalization, the relationship between shifting social policies and social identities, and how planning practices can be altered to take into consideration the challenges facing cities of difference.

JPG 1506H State/Space/Difference: Understanding the New Social Geography of the State

([S. Ruddick](#))

This course focuses on the new social geography of the state and social policy. A new 'geography' of the state is emerging with the downloading of services to sub-national levels of government and the rise in importance of supranational institutions. This has raised questions about the hollowing out of the national state and the real and imagined impacts of 'globalization' on the politics of redistribution. A new 'social geography' of the state is emerging as the 'rescaling' of social policy brings with it increasing uncertainty about the normative basis for policies of redistribution — as institutions contend with economic, cultural and political differences across [and within] national borders. The course focuses on approaches within political economy, with particular emphasis on the regulation school. Examples are primarily Western, with emphasis on Europe, the European Union and North America.

JPG 1507H The Geography of Housing and Housing Policy

([L. Bourne](#))

The objective of this course is to provide an opportunity for in-depth analyses of housing, as both product and process, and to apply these analyses to concrete housing situations and current policy and planning problems. Two principal themes are emphasized: 1) assessments of changes in the structural and spatial dimensions of housing demand and supply, and alternative modes of housing provision; and 2) evaluations of housing policies and programs and their relationships to social and economic policies and urban planning. The latter will be undertaken primarily through the discussion of case studies of specific problems and policy issues, the former through a review of basic concepts on housing in the first few weeks of class.

JPG 1508H Planning with the Urban Poor in Developing Countries

([A. Daniere](#))

This course will focus on a number of topics related to planning in 'Third World' countries including urban growth, employment (with emphasis on the informal sector), transportation, environmental issues, housing, and land markets. It will draw on very recent research conducted in cities throughout the world to illuminate some of the planning dilemmas that confront policy makers in rapidly emerging urban areas.

JPG 1509H Feminism, Postcoloniality and Development

(TBA)

This course takes up the challenge for feminist theory posed by the postcolonial condition, for the sake of articulating a critical theory of development (and geography/ planning more generally) that seriously engages issues of socio-cultural difference, including racism. By now 'gender' has been thoroughly accepted as a legitimate domain of intervention in mainstream development circles, and we will briefly consider how liberal, Marxist and post-colonial feminisms have contributed to its institutionalization. But we will also view these developments critically, asking how they might be implicated in wider-scale political economic processes such as imperialism, neoliberalization and associated patterns of socioeconomic and cultural injustice. To do so requires theorizing the postcolonial condition, with recourse not only to postcolonial theory but also to more materialist engagements with cultural politics and political economy. We conclude by exploring how we might build on this analysis to claim development (and planning/geography) as a feminist practice.

JPG 1510H Recent Debates on Urban Form

(TBA)

This course reviews three significant bodies of literature on the topic of urban growth and how to restructure it, those of Growth Management, New Urbanism, and Sustainable City Form. Each offers a critique of recent patterns of urbanisation, and proposes an alternate pattern of development, yet the problems identified and the approaches suggested vary widely. Participants will be encouraged to explore these differences.

JPG 1512H Place, Politics and the Urban

([A. Walks](#))

The course examines the relationship between geography, politics, and governance. In particular, it seeks to interrogate the theoretical importance of place, space and urban form in the production of political and social values, practices, strategies, and discourses, and in turn, analyze the implications of the place-politics nexus for understanding shifts in the direction and form of urban policy, governance and citizenship. The course begins with a broad examination of the theoretical bases for linking place and politics, particularly as this relates to the construction of urban and non-urban places, with literature drawn from a number of sources, including geography, urban studies, political science, and planning theory. The course then examines a number of specific cases, from gentrification as a political practice, to the politics of homelessness and anti-panhandling legislation, and the political geography of regional planning and municipal amalgamation, that inform and challenge our understanding of the relationship between place and political praxis.

JPG 1514H The Role of the Planner: Making a Difference

(P. Bedford)

This course is intended to shake the conventional planning tree. Its purpose is to help develop future leaders in the planning profession who truly want to make a difference by breaking out of the conventional

mindset of North American Planning. The course is structured around four basic themes: The vocation of planning, Planning for changing societies: the GTA city region, The political realities of planning: Toronto's Official Plan, and A 100 year plan for the Greater Toronto Area. This course is restricted to MScPI students and second-year students will get priority.

PLA 1515H Special Topics in Planning I: Planning and Colonialism

(Staff)

This course will provide an introduction to the colonial history and current colonial realities in Canada from the perspective of planning using current case study examples. We will present an historical approach to planning and colonialism; provide a practical guide to current land use and environmental planning policy; and consider possible responses by planners in the face of ongoing colonial dispossession.

PLA 1516H Special Topics in Planning II

(N. Sipe)

This offers students in the MScPI program an opportunity to undertake skills-oriented professional development, counting for a half credit. It is skill-focused and encourages students' professional thinking and development. Its purpose is to update, inform, train and prepare students to become successful practising planners.

PLA1517H Special Topics in Planning III

(Staff)

JPG1516H Declining Cities

(J. Hackworth)

Much of planning and urban thought more generally is implicitly or explicitly oriented around the idea of growth—growth allows cities to be managerial, gives them room for error, salves intra-constituency squabbles, etc. In the face of decline, the most common planning or urban theoretical response is to engage in economic development (that is, to reignite growth). But what about those cities (or sections of otherwise growing cities) that have declined in population or resources and remained healthy, pleasant, places to live? Can we learn something from their experience that allows us to rethink the way that cities decline, or what the professional response to it should be? What about those cities, conversely which retain an infrastructure footprint that was intended for a much larger city? Can they be downsized in a planned way? If so, what would such an effort (mobilizing the state to sponsor planned decline) mean for the bulk of urban theory that suggests that it is the state's role to reignite growth? This course will explore these issues in a half-seminar, half-workshop style experience.

JPG 1518H Sustainability and Urban Communities

(S. Bunce)

The course examines the concept and discourses of sustainability and its association with urban communities and neighbourhoods. The course explores current academic and policy discussion on urban sustainability and the contemporary context and future of urban communities. Course emphasis is placed on the social and political dimensions of urban sustainability found in human geography and urban planning literatures as well as spatial and planning practices in urban communities and neighbourhoods.

JPG1520H Contested Geographies of Class Formation

(M. Hunter)

PLA 1551H Policy Analysis

([J. Farrow](#))

This course introduces and critically assesses several methods for the analysis of public policy prior to its implementation. It begins by discussing techniques based on the criterion of efficiency as applied in private sector decision-making. This is then contrasted with approaches that incorporate a broader social or community perspective. Finally, the course considers the differential impacts of public policy on particular groups within society and ways of capturing this. Cases are drawn from many areas of planning to illustrate the capabilities, limitations and assumptions underlying each approach.

PLA 1552H City Planning and Management

([J. Farrow](#))

The purpose of this course is to prepare professional planners to manage their own activities and provide leadership when operating as part of the city administration. This will be done by providing an understanding of how services and programs are established, planned and delivered by city governments and other agencies. The focus will be on providing students with practical approaches to implementing land use, environmental and other policies. Students will be introduced to the planning and management tools used to deliver the full range of programs a city must provide. The course will be delivered through readings, lectures and group discussions. Significant use will be made of case studies on city issues which students will analyze and discuss in class. This course is offered in alternate years with PLA 1551H.

PLA 1553H Urban Transportation Policy Analysis (J. Markovich)

The course will analyze the politics and economics of transportation policies. It will seek to understand how these policies shape the city and affect society and culture. All modes of transportation will be considered, but because contemporary urban transportation is dominated by cars and trucks there will be special focus on their social and environmental costs. Alternatives to prevailing transportation policies will be examined.

JPG 1554H Transportation and Urban Form

([P. Hess](#))

The need to reduce automobile dependence and congestion has been argued widely in recent years, and urban form has been identified as a major aspect influencing choice of travel mode. The combined

imperatives of sustainability, healthier cities, and worsening congestion has prompted an increasingly rich body of research on the relationships between urban form, transport infrastructure, and travel patterns, and an array of new methodological approaches to research them. This course critically examines this research and examines planning strategies that seek to influence travel through coordinated transport investment and land use and design control. Both regional and neighbourhood scale issues and strategies will be addressed. The geographic focus of the course will largely be metropolitan regions in Canada and the United States, but there will be opportunity to examine other national contexts.

JPG 1556H Transportation Systems Analysis: An Exploration of Concepts, Methods, Applications, and Emerging Issues

(R. Buliung)

Transportation systems play an integral role in supporting a range of daily activities at various scales (e.g., neighbourhood activities to global trade). Moreover, interaction between system users typically gives rise to externality effects ranging from increasing the attractiveness of places, to congestion and environmental emissions. Through this course students will explore established and state-of-the-art approaches to the analysis and management of transportation systems. The course begins with a look into the Urban Transportation Planning System (UTPS), with a view to understanding both its current role in transportation planning and potential shortcomings. Attention then shifts toward current thinking and cutting-edge research directed at understanding and modelling microscopic (e.g., individual, household) demand for activities and travel. While the broader urban activity system includes numerous stakeholders and subsystems (transport, land use, etc.), the course stresses conceptual, methodological and emerging issues related to personal mobility and accessibility. Emphasis is uniquely placed on the spatial and temporal properties of urban transportation systems.

PLA 1601H Environmental Planning and Policy

(V. Maclaren)

This course covers the basic principles of environmental planning. Emphasis is placed on environmental planning and policy-making in an urban context. The sustainability of urban settlements will be the overarching question throughout the course. While it does introduce some technical tools, the principal aim will be to enable thinking and analysis related to this question. The course is broad in scope but also allows students an opportunity to explore topics of special interest. It will offer a combination of North American examples and a comparative international perspective.

JPG1607H Geography of Competition

(J. Miron)

In a market economy, how do firms come to be at the places where they produce, distribute, or sell their goods or services? How, when, and why does competition among firms as well as the impact of firm siting on the siting of their suppliers and customers, lead to localization (clustering) of firms in geographic space, the growth of some places (e.g., some cities or districts), and the decline of others? Such questions are central to an area of scholarship known as competitive location theory. This course focuses on how, as a result of competition, location and clustering shape and are shaped by local prices

JGE 1609H Cities, Industry, and the Environment

(P. Desrochers)

This reading seminar is devoted to the study of the environmental impacts of urban industrialization and to past, current and potentially new and better ways of addressing them. Several topics, from the creation of recycling linkages between firms to brownfield redevelopment, are examined through the theoretical lenses of eco-industrial development, a perspective that looks at industrial production using an analogy to ecological systems where the by-products of one species become the food of another. In view of the importance of existing and proposed environmental regulations for the adoption of potentially more sustainable industrial practices, a portion of this course will be devoted to the analysis of how various regulatory regimes have affected firms' behaviour towards the environment. North American regulations, policies and practices will provide the background for discussing past successes and mistakes.

JPG 1614H Regional Development and Policy

(TBA)

The process by which regional economies develop and change serves as the focus for this course. Emphasis is on the changing nature of capitalist economies; implications for regional systems of production and consumption; and regional development policy. Examples are drawn from Canada, the United States, Great Britain and Western Europe.

JPG 1615H Planning the Social Economy

(K. Rankin)

What would it take to build a 'social economy,' an economy rooted in the principles of social justice, democratic governance and local self-reliance? What are the progressive and regressive implications of such an undertaking? JPG 1615 will explore these questions both theoretically and practically – theoretically, with recourse to some canonical and more recent writings about the interface between 'society' and 'economy'. Practically, the course will look at what role municipal governments could and do play in building the social economy. The case of social housing in the GTA serves as an example—as well as a context for learning about key tools in local economic development. The course will also consider how communities and neighbourhoods are growing increasingly active in developing alternative economic institutions, such as cooperatives, participatory budgets and community development financial institutions in order to institutionalize the social economy at the local scale.

JPG 1616H The Cultural Economy

(D. Leslie)

This course examines the so-called “cultural turn” in economic geography, often referred to as “the new economic geography”. We will begin by considering various ways of theorizing the relationship between culture and economy. After reflecting upon the historical antecedents of contemporary understandings of this relationship, we will explore selected themes in the cultural economy literature such as cultural industries, consumption, economic discourse, work cultures, governmentality and commodity chains/actor networks.

PLA 1650H/URD 1031H Urban Design: History, Theory, Criticism

(K. Goonewardena)

This course takes up the design challenges of contemporary urbanism. In so doing, it focuses upon modern, postmodern, and postcolonial architecture and city planning from several standpoints of critical theory—such as Marxism, feminism, deconstruction, phenomenology, psychoanalysis, as well as the various modernisms and influential reactions to them. To complement the normative dimension of such critiques, interdisciplinary perspectives drawn from urban and cultural geography, history, sociology, anthropology, planning theory, and political economy will furnish an account of the social, cultural, political, and economic forces now shaping cities with a view to creating alternative visions and forms of urban space.

PLA 1651H Planning and Real Estate Development

(M. Goldhar)

Provides an overview of the Canadian and U.S. development industry within the real estate development process. The course then covers the financial basis of urban development projects (private and public finance); the participants; land assembly procedures; land banking; mixed-use projects; sectoral and scale differences within the development industry market and locational search procedures. Finally, it addresses the interface of the industry with the public sector.

PLA 1652H Introductory Studio in Urban Design and Planning

(TBA)

This studio course introduces the basic principles and skills of urban design to students from various backgrounds by working through exercises of sketching, research and design involving such challenges of planning as housing, public space and transportation in their relation to the politics and aesthetics of urban form.

PLA 1653Y Advanced Studio in Urban Design and Planning

(P. Hess)

This course is an advanced version of PLA 1652H. Emphasis will be placed on research applications to urban design, and the use of computer-generated images for design and presentation purposes. This course is a full course offered during the winter semester and, therefore, counts as *two* half courses.

PLA 1654H Urban Design Research Methods

(P. Hess)

This course covers methods used in urban design research and practice. The emphasis is on learning from the urban environment through observation, field surveys, and interviews. Additional areas of focus include methods of design generation and presentation; and methods for integrating public participation in the design process.

PLA 1655H Urban Design and Development Controls

(TBA)

This course looks at urban design strategies in the context of planning processes. It introduces students to a broad array of contemporary Canadian and U.S. municipal and regional design control policies and implementation tools, focusing on the most innovative and successful approaches but also examining lesser approaches and the structural constraints and value choices associated with them. Connections between design control policy and design outcomes are critically examined within the context of individual case studies.

PLA1656H Land Use Planning: Principles and Practice

(TBA)

This course introduces students to the statutory and non-statutory components of the planning process, including issues and implications of various planning policies and tools, and the role and responsibilities of key stakeholders. The course provides students with a foundation in the planning framework in Ontario, through a review of the intent of legislation and policy, and a critical discussion of the application of policy to current issues and case studies. With an emphasis on several issues of relevance to municipalities in the Toronto region, it also reviews planning approaches from cities around the world. The course focuses on land-use planning but also explores other key considerations and issues in the planning process.

JPG1660H Regional Dynamics

(R. DiFrancesco)

This course examines theoretical and empirical research that addresses a fundamental question in economic geography: why, in an era of increasing globalization and light-speed communication and collaboration possibilities at the pan-global scale, has the region remained a fundamentally important level of analysis for socioeconomic processes? In so doing, literatures dealing with regional economic development, knowledge circulation, corporate organization, globalization, global value chains, evolutionary economics, innovation, the role of institutions and culture in economic growth and change, and economic clusters generally will be discussed.

JPG1672H Land and Justice

(T. Kepe)

TBA – The course description will soon be posted on our website

JPG 1702H Historical Urban Geography and Planning

(R. Lewis)

The focus of this course is the process of North American urban restructuring between 1850 and 1960. It is a seminar course which covers a range of economic, political and social issues such as industrial reorganization, the changing role of the state and planning, and the construction of class and ethnic neighbourhoods.

JPG 1706 Geographies of Violence and Security

(D. Cowen)

This course explores the shifting spatiality of organized violence, as well as changing theories of war and in/security. From the historical nationalization of legitimate war as a project of 'internal' and 'external' colonialism, to the disciplining of labouring bodies as part of the rise of geo- and bio-political forms, to the contemporary securitization of everyday urban life and the blurring of the borders of military and civilian, war and peace, and 'inside' and 'outside' state space, this seminar tracks the geographies of the political through the logistics of collective conflict. The course will examine perpetual, urban, and privatized forms of war that trespass modern legal, political, ontological, and geographical borders. Finally, we will explore problems of war 'at home'. How does the practice of war within the nation and the productive nature of war for domestic politics trouble our assumptions about the nation state, citizenship and 'normal' political space and time?

JPG 1713H Place, Design and Landscape

(E. Relph)

This course focuses on the theory, sense and identity of place; everyday and exceptional places; the relationships of places to their historical, community and landscape context; the local and the non-local. Responsive, implicate and imposed order in the design of places and landscapes. Approaches to the analysis and appreciation of place; the commercial exploitation of locality; locality in a global economy. Place-making through community involvement, urban design and environmental design; environmental ethics and built environments; limits to the design of places.

PLA 1751H Public Finance for Planners

(TBA)

The course introduces some basic principles of public finance that have relevance for planners and policy-makers, in particular, the principles and patterns of transfers among jurisdictions. Topics include notions of service requirements and costs, revenue bases, tax incidence and burden, and benefits. Discussion of equity and principles of redistribution, grants and transfer systems.

PLA1801H Urban Infrastructure Planning

(M. Siemiatycki)

Infrastructure is the term that describes the transportation systems, sewers, pipes, and power lines that provide urban dwellers with necessary public services. In recent years, billions of dollars of public money have been spent upgrading existing infrastructure, and planning and delivering new facilities. Infrastructure has many impacts on the way that people in cities live. The way that infrastructure systems are planned, financed, and distributed impact on environmental sustainability, job creation, social equity, economic development, and urban livability. Moreover, infrastructure has the potential to both serve existing populations, and shape the way that future communities are built.

Through lectures, discussions, workshops, readings of scholarly articles and case studies, the course will aim to engage students in the key topics and debates related to the provision of urban infrastructure.

Topics to be covered will include: project planning, causes and cures for cost overruns, financing mechanisms such as public-private partnerships, and the politics of facility planning and management.

JPG 1804H Space, Power and Geography: Understanding Spatiality

(S. Ruddick)

The course charts new ways of thinking about space and power that are non-Cartesian, non-Hobbesian, and non-representational originating in divisions in Enlightenment thinking 400 years ago. Contemporary manifestations of this shift can be seen in the work of Foucault and Deleuze, Hardt and Negri, Bruno Latour their growing influence in geography manifest in geo-philosophy, non-representational space, emotional geographies, geographies of affect, politics of the multitude, networks and assemblages. The course explores the conceptual developments that give rise to this shift, introducing students to new ways of thinking about the nature of power, the nature of resistance, forms of social organization and mobilization, and the organization of space itself.

JPG 1805H Transnationalism, Diaspora, and Gender

(R. Silvey)

This seminar focuses on the politics of contemporary global migration processes with particular attention to the gender dimensions. It examines the geographic literature on transnationalism and diaspora to develop insight into the theoretical ramifications of critical political-economy, post-colonialism, post-structuralism, and feminism.

JPG 1810H Globalization and Postmodernism

(K. Goonewardena)

This seminar broaches the question: what's globalization got to do with postmodernism?

Both terms will be interrogated within or against a conceptual framework that brings together the usually disparate discourses of 'political economy' and 'cultural studies'. Following Fredric Jameson's theorization

of postmodernism as 'the cultural logic of late capitalism', the seminar will explore how both globalization and postmodernism relate to the historical geography of capitalism; highlight the triangulations of capitalism, modernism and imperialism; and then proceed to examine the consequences of postmodern culture and politics under the auspices of global capital. It will cover some essential background needed to pursue interdisciplinary research on the cultures and politics of globalization and postmodernism.

JPG1812Y Planning for Change

(A. Daniere/C. Levkoe)

Planning for Change is a year-long course (Y) comprised of seminars, readings, films, discussion, writing, reflection and the completion of a major project designed by and for a community organization and is based on the service learning mode of pedagogical practice, which aims to unite what often appear to be divisive realms of theory and practice by providing analytical tools to connect academic and community development work. The course will count for credit in the urban and social planning concentrations. Credit towards other concentrations might be possible depending on the nature of the community project undertaken. The course involves community groups working with graduate students to design and implement projects chosen by community itself. The course will nurture and support long-term commitments to marginalized communities and neighbourhoods and provide enriched learning opportunities for graduate students.

JPG 1815H Political Economy, the Body and Health

(M. Hunter)

What are the health consequences of recent transformations in sexuality and intimate relationships? How are intimate geographies of disease spatialized? This course explores connections between intimacy, geography, and health particularly through the lens of sexually transmitted infections. The course takes as its starting point the recent turn from medical geography towards a more qualitative, theoretically driven, health geography. It draws from research in countries that include Papua New Guinea, the Dominican Republic, and South Africa.

JPG 1906H Geographic Information Systems

(D. Boyes)

This course provides an intensive introduction to fundamental geographic information system (GIS) theory, as well as practical, hands-on experience with state-of-the-art software. The course is designed to accommodate students from a variety of research backgrounds, and with no previous GIS experience. The goal is to provide students with a theoretical understanding of spatial data and analysis concepts, and to introduce the practical tools needed to create and manage spatial data, perform spatial analysis, and communicate results including (but not limited to) the form of a well-designed map. Assignments require the use of the ArcInfo version of ESRI's ArcGIS software and extensions, and are designed to encourage proper research design, independent analysis, and problem solving. By the end of the course, successful students should be able to apply what they have learned to their own research, to learn new functions on their own, and have the necessary preparation to continue in more advanced GIS courses should they wish to do so. Classes consist of a two hour lecture each week, which integrate live software demonstrations to illustrate the linkages between theory and practice.

JPG 1914H Spatial Information Systems

(D. Boyes)

This course focuses on the nature and design of spatially referenced information systems used for various socio-economic, environmental, and planning data bases. Students are expected to have a basic understanding of geographic and cartographic concepts, and some experience in working with computers.

JGE1425H Livelihoods, Poverty and Environment in the Developing Countries

(C. Abizaid)

JGP2408Y Political Economy of International Development

(R. Isakson/R. Sandbrook)

***PLA 4444H Internship (core)**

(Non-credit/Staff)

The planning internship is an essential and integral part of the Planning program. Professional work experience in a Canadian planning environment is a valuable part of a student's education. Students will normally be expected to obtain this experience between the first and second year of the Program. Internships may be volunteer or paid work experiences that relate to any field of planning and with any kind of public/private/nonprofit or academic organization. Normally, it is expected that the length of the internship will, at a minimum, consist of at least 4 weeks of work at 20 hours a week for a total of 80 hours. This requirement is flexible and is subject to the approval from the Director of Planning. The internship may also provide an opportunity to develop the basic background data needed to prepare their planning report (PLA1107Y). While the Program in Planning faculty and staff will make every effort to assist students to find internships appropriate to their research and career interests, it is the student's responsibility to obtain an internship.

3.2.1 Selection of Credit Courses

Apart from the above PLA and JPG listings, the School of Graduate Studies offers numerous courses which MScPI students may take for credit. The following is a selection of courses typically taken by planning students in Adult Education and Community Development (AEC); Civil Engineering (CIV); Forestry (FOR); Geography (GGR); Environmental Studies (ENV); Sociology and Equity Studies (SES); Social Work (SWK).

AEC 1102H Community Development: Innovative Models

(J. Quarter)

This course involves the study of innovative models of community development in such areas as housing, childcare, healthcare including mental health services, social service provision, and education, as well as models of community economic development. There is a combination of case studies (both Canadian and international), papers on alternative policies, and critical social analyses both of why there is a need for community development and the significance of this phenomenon for a broader social-change strategy. The community development strategies utilized in the course are based primarily on non-profit and cooperative approaches.

AEC 3181 Feminist Standpoints: Critical and Post-Structural Approaches

(A. Miles)

This course will provide a supportive and stimulating environment for the systematic study of the differences between critical and post-structural approaches to issues of power, diversity, solidarity, and social change. Both activist and scholarly writing will be used as we place intense academic debate in the context of feminist social movement from the 1960s to the present, including the challenges of racism, homophobia, separatism, elitism, able-ism, etc. The differing implications of critical and post-structural approaches for value based research, education and activism will be explored with specific reference to diverse literatures and practices. Course themes will be chosen in consultation with students to incorporate their own research and interest. Students who wish to consider these questions with relation to education and activism in other social movements (i.e., indigenous, anti-globalization environmental, anti-racist, anti-colonial, disabilities, anti-psychiatry, etc.) are welcome to do so in their course papers.

AEC 3182H Citizenship Learning and Participatory Democracy

(D. Schugurensky)

This seminar focuses on the connections between lifelong citizenship learning and participatory democracy. We start by analyzing theoretical debates on citizenship, democracy, governance, and political participation, and the implications of these theories for the study and the practice of citizenship education, on the one hand, and of participatory democracy, on the other. Next, we review key prior research findings on citizenship learning (in formal, nonformal and informal settings), and will examine different models of citizenship education, looking at their purposes, methods, contents and impact. With this background, we identify and interpret our own experiences of lifelong and lifewide civic and political learning. In the second part of the course, we concentrate on the pedagogical dimensions of experimental designs of participatory democracy, with a focus on participatory budgeting. We analyze selected Canadian and international case studies of participatory budgeting, and discuss new experiments like legislative theatre and children's participatory budgeting. Throughout the course, the study of lifelong learning and democratic citizenship is related to discussions about the state, the market and civil society, global-local dynamics, inequalities, power, social reproduction and social change. The course includes a variety of formats (class discussions, instructor's lectures, videos, guest speakers, group work, and visits to community gatherings).

CIV 0531H Transport Planning

(E. Miller)

This course deals with both the process and techniques of transportation planning, with emphasis on urban and regional applications. Organizational alternatives, surveys and data collection, mathematical models for transportation demand estimation, the development of transit and highway system alternatives, and methods of project and systems evaluation are reviewed.

CIV 0543H Solid Waste Management

(P. H. Byer)

This course is an introduction to engineering and planning principles, practices and techniques for the management of municipal solid wastes. Topics include: waste generation; recovery; landfilling; and facility choice and siting.

CIV 1305H Water Resources Systems Analysis

(B.J. Adams)

This course deals with the planning, design and management of multi-component water design and management of multi-component water resources systems. After a review of the use of nature of water resources systems, topic studied in detail are: water resource economics, methodology of design, systems analysis, systems design and decision making, applied mathematical programming, probabilistic models and water quality sub-systems.

CIV 1507H Public Transport

(A. S. Shalaby)

Classification of public transport systems both urban and intercity, issues and problems, performance characteristics in terms of speed, capacity, cost and level of service for buses, rapid transit, intercity rail, air travel and new technology; planning and operation of public transport systems; economics and finance of public transport.

CIV 1535H Transportation and Development

(E. Miller)

The land use/transportation interaction is the focus of this course. Approximately half the course deals with land use forecasting models used to project future land use (principally population and employment distributions) for input into transportation planning studies. Models reviewed include the Lowry Model, econometric-based models and urban simulation techniques. The remainder of the course deals with the qualitative and quantitative assessment of impacts of major transportation facilities on land use patterns. A

term project dealing with the analysis of the impact of a current transportation proposal within metropolitan Toronto on adjacent land use constitutes an important component of the course work.

CIV 1538H Transportation Demand Analysis

(E. Miller)

This course deals with the quantitative analysis and modelling of transportation demands for planning purposes. The course principally deals with urban passenger demand, although intercity passenger and freight demand models are also briefly discussed. A theoretical framework for the study of transportation demand is developed from basic micro-economic principles of consumer behaviour. Both traditional, aggregate travel demand models and disaggregate choice models of travel behaviour are presented. An understanding of the theory of the demand for transportation is coupled with practical experience in the specification, estimation, and use of transportation demand models.

ENV 1001H Environmental Decision Making

(P. Byer)

This course aims to foster the development of students' critical thinking skills and to provide tools and approaches for informed decision-making to address environmental issues. Basic questions to be considered include: How do we make decisions in a rational manner and what does it mean to be rational? What types of solutions are available to address environmental problems? How do we balance tradeoffs in reaching decisions in an imperfect world? What is the role of science in developing environmental policies? What role do various stakeholders, including the government and public, play in making environmental decisions? How do values and perceptions influence decision-making? What role do interdisciplinary approaches play in investigating interdependencies among phenomena?

ENV 1002H Environmental Policy

(D. Macdonald)

The course will be based on major case studies requiring an interdisciplinary approach for environmental management.

ENV 1444H Capitalist Nature

(S. Prudham)

This course will draw on a range of theoretical and research materials in order to examine the particularities of what might be referred to as "capitalist nature." Specifically, the course is concerned with three central questions: (i) What are the unique political, ecological, and geographical dynamics of environmental change under capitalism? (ii) How and why is nature commodified, and what are the problems and contradictions associated with this project? (iii) What theoretical perspectives and approaches (explicit or otherwise) underpin contemporary environmental regulation and policy in an age of increasingly globalized capitalism?

ENV 1701 Environmental Law

(P. Muldoon)

Law is a key instrument in environmental management. What is the general framework which governs the Canadian environment? What are the values, assumptions, and guiding principles which underlie this framework? Are there alternative models for regulation? How does the Canadian model compare to other models? This course will address these questions with the intention of giving students a basic understanding of regulatory policies in Canada governing the environment and natural resource use and allocation.

ENV 1703H Water Resources Management

(L. Grima)

This course covers topics such as urban water supply/demand, efficiency in the use of water, water quality management and policy, public participation in water resources decisions, institutional arrangements, water supply in developing countries, and Great Lakes issues.

ENV 1704H (formerly IES 1210H) Environmental Risk Analysis and Management

(L. Grima and J. Dooley)

General concepts of risk analysis and management will be introduced in a framework that will include risk identification, estimation, evaluation, management, and emergency planning. These are illustrated by applications to hazardous waste management, transport of hazardous materials, toxic chemical production and use, occupational health and safety and energy systems. Applications in developing countries will also be considered.

ENV 1706H Natural Hazards and Natural Disasters

(M. Mirza)

This course will focus on the risk to society from natural hazards and disasters, and how society adapts to those risks. An interdisciplinary and mainly social science approach will be taken, with a global perspective particularly with some emphasis on Canadian context. A variety of hazards will be examined, both hydrometeorological and geological (biological hazards will be excluded). Topics will include (1) concepts of risk and vulnerability, (2) attributes that create hazards, (3) coping strategies, (4) case studies, and (5) evolution of the hazards model. The course will consist of lectures, round table discussion, critiques by students on papers selected in consultation with the course instructor, and the examination of case studies.

ENV 1707H Environmental Finance and Sustainable Investing

(Ambachtsheer and McGeachie)

Environmental finance is a fast-emerging field involving the application of new and established financial market instruments and practices to the management of environmental issues. Activity in the area is growing rapidly, with retail banks, insurance companies, investment banks, venture capitalists and professional financial services companies becoming increasingly engaged on the topic in order to manage risks and capitalize on new market opportunities. Interest is being driven by the convergence of a number of trends over the past decade: the elevation of environmental management to a position of core strategic concern for corporation of all sizes and types; the increasing reliance by government policymakers and regulators on market-based instruments to achieve environmental policy objective; the appreciation within mainstream financial circles of the importance of new sources of environmentally-driven risk and return; the evolving scope and sophistication of the global securities industry and the nature of investing itself.

FOR 1470H International Trade: Environment and Sustainable Development

(S. Laaksonen-Craig)

This course focuses on the relationship between international trade, the environment and sustainable development. It examines key concepts in trade and development, the role of international trade as a driver for economic growth and development, and the effects of trade and growth on the environment. Special emphasis is placed on applications of these concepts to the forest sector.

FOR 3003H Socioeconomic Influences on Forest Ecosystems

(S. Kant)

This course aims to build skills in incorporating relevant social science, specifically economic, aspects in forest management decisions, keeping in view the diverse backgrounds (biology, environment, geography, economics, anthropology, forestry, computer science, engineering, etc.) of M.F.C. students. The course is also useful to graduate and senior undergraduate students in other departments, such as geography, environment, international development, etc., with an interest in forest management. The first half of the course is theoretical, including discussion of basic concepts such as cultural perceptions of nature, human and ecosystem interactions, consumers and their wants, market and government intervention, time preference and intergenerational equity, and joint production of multiple products. The second half is applied and focuses on property rights, traditional ecological knowledge and aboriginal people, substitutes for wood products, economics of national parks and protected areas, non-market values, international trade of forest products, and tropical deforestation.

GGR 1504H Health, Place and Difference

(K. Wilson)

This course is a reading seminar that will focus on the complex intersections between health, place and difference. The readings in this course will challenge current understandings of health and its determinants by emphasizing the importance of social and place-based differences. The course will first critically examine key population health frameworks, which form the basis of much contemporary health discourse. In particular, the limitations of the frameworks in their approaches to and understandings of context and difference will be emphasized. Next, the links between health, place, and difference will be examined through the exploration of specific topics (e.g., gender, culture and ethnicity, disability, inequalities, social exclusion, etc.). Additional topics will be discussed depending on student interest. The course concludes with a discussion of future directions in population health.

HIS1111H Topics in North American Environmental History

(L. Macdowell)

This seminar course is interdisciplinary, studies past environmental change in North America and reviews major works and themes in environmental history. Topics include theory and historiography, the pre-European environment and contact period, the environmental impact of resource development, of settlement, industrialization and urbanization, ideas about nature in religion, literature and Canadian and American culture, the conservation movements in Canada and the United States and the modern environmental movement. The works of American historians such as Donald Worster, William Cronon and Carolyn Merchant, and Canadian historians such as Ramsay Cook, Gerald Killan and George Wareeki are considered. Students will have the option of writing several analytical book reviews or writing one research paper to fulfill the written requirements in the course.

JPF 2430Y Cities

(P. McCarney)

As we enter a period when for the first time in our history, half of the population on this planet will be urban dwellers, the significance of improving our understanding of cities in a global context has never been greater. This course is designed to improve awareness of cities as approached by different disciplines, in different international contexts and in different time periods. In other words, the course will move towards improving knowledge on, and possibly overcoming, disciplinary and developmental boundaries as they relate to cities. By bringing together leading faculty members on campus who focus on cities in their work, be it within Political Science, Philosophy, Literature, Planning, Urban Design, Architecture, Environment and Health, Geography or Social Work, the course will explore, through a series of disciplinary modules, just how the study of cities is evolving for a renewed understanding of the subject, for research and for teaching at the University of Toronto.

JPV 1201H Politics, Bureaucracy and the Environment

(R. Stren)

This course is jointly offered between Political Science and ENV. The purpose of the course is to analyze the structures on the formulation and resolution of environmental issues in Europe and North America. A major concern will be to evaluate the extent to which environmental politics represents a new approach to

the political process in Western countries, or whether it is simply a continuation of traditional politics in a new guise. To deal with this question, the course will pay particular attention—on a comparative basis—to the public policy process; to public opinion and interest group activity; and to issues involving jurisdiction, sovereignty and levels of community initiative. Although, because of considerations of time, the course focuses on developed countries, we may deal with developing countries as additional case studies if there is sufficient student interest.

JVP 2147H Environmental Philosophy

(K. Maly)

This course examines some central philosophical and normative assumptions of environmental decision-making. Some of these assumptions are taken-for-granted and deserve to be articulated as the condition for encouraging sustainable development. Other value judgments, though explicitly recognized, may call for more comprehensive critical, philosophical analysis before they find their practical application in environmental policies and programs. The course will include discussion of philosophical theory as well as specific case studies.

SES 1954H Marginality and the Politics of Resistance

(S. Nestel)

This course examines the processes through which certain groups are marginalized and explores some strategies for resistance. The first section explores: the meaning of subjectivity and its relationship to political practice, experience, knowledge, and power. Section two looks more closely at gender, sexuality and race, exploring here both the concepts we have used to understand domination and the practices of marginalization themselves. Section three considers three strategies of resistance: writing, cultural production, and politics.

SES 3912H Race and Knowledge Production

(S. Razack)

As a qualitative research course for masters and doctoral students who already possess some familiarity with postmodern, feminist and critical race theories, the course will consist of readings that explore the following question: how is knowledge production racialized? A related question is: how can we understand the operation of multiple systems of domination in the production of racialized knowledge? How can intellectuals challenge imperialist and racist systems through their research and writing? This course is built around the idea that responsible research and writing begins with a critical examination of how relations of power shape knowledge production. What explanatory frameworks do we as scholars rely on when we undertake research? How do we go about critically examining our own explanations and others when the issue is race? To examine these themes in depth, historically as well as in the present, the course will focus on colonialism, imperialism, racism and knowledge production. Specifically, the course explores three defining imperial constructs: indianism, orientalism and africanism. We consider how the legacy of imperial ideas shaped racial knowledge and the disciplines, positioning us as scholars as active participants in the imperial enterprise. In part two of the course, we explore interlocking systems of oppression: how imperial knowledge simultaneously upholds and is upheld by capitalism and patriarchy. For the third part of the course, we examine how we understand the immigrant's body, the citizen, the migrant and what it means to produce knowledge as a post-colonial scholar.

SWK 4210H Promoting Empowerment: Working at the Margins

(I. Sakamoto)

The course will examine processes of empowerment among populations whose needs are poorly addressed in conventional social service delivery. We will examine the economic, political, social and ideological forces that create and sustain the marginalization of various groups. The needs of marginalized groups will be explored from three perspectives: what theory and research have illuminated; innovations by social service organizations to develop appropriate delivery systems; and what people who are marginalized say about their lives and the services they attempt to access. The experiences of First Nation people, the homeless, and other populations selected by the class will be the focus for this exploration. Attention will also be paid to our own social identities and how they affect our analysis and interventions.

SWK 4403H Women and Social Policy

(S. Tam/S. Neysmith)

The goal of the course is to develop a critical analysis of how social policies reflect dominant understanding of women in Canadian society. Current feminist thought on diversity and policy models will inform a discussion of programs that have been put in place to address "women's issues". The implications of these critiques for future policy directions in various substantive areas are considered.

SWK 4422H Social Housing and Homelessness

(D. Hulchanski)

This course examines a broad range of social issues associated with Canada's housing system and the planning of residential areas. The focus is on the social policy implications of the problems lower income households and special needs groups have in accessing affordable appropriate housing. Offered May-June.

4 Administration and Finances

4.1.1 Administration of Graduate Studies

The Program in Planning is administered within the Department of Geography, which is part of the Faculty of Arts and Science and the School of Graduate Studies. The Graduate Chair of the Department appoints a Director of the Program in Planning from among the faculty members involved in the Program. The Director leads the development of policy on curriculum and related matters in the Program, assists in the development of policy within the larger department, represents the Program directly on various Graduate School committees, and supervises the administration of planning student programs. Planning students and faculty members are represented on the departmental council which discusses issues affecting the department as a whole. The Program receives guidance in its development from its alumni and other practising professionals who are consulted on a regular basis.

The School of Graduate Studies, through its Council and various committees, defines the rules within which our graduate Program operates. Their policies and procedures are laid out in the annual Calendar of the Graduate School. The Program in Planning is grouped with social science departments, professional schools, centres and programs. The School determines our ability to compete for certain University scholarships, shapes our admissions policy, and monitors changes in our Program.

Ms. Marija Wright is the Planning Program Advisor for the MScPI program. Students will need to contact the advisor for information on admissions, financial support and program design. Each planning student should check with their program advisor regularly to find out about deadlines for various applications, to explore academic problems, or to discuss personal or financial difficulties.

4.2 Financial Support

As a professional program the masters falls under a different funding stream than the doctoral program. The University of Toronto Program in Planning provides financial support in the form of fellowships or assistantships for as many masters students as possible. Fellowships are awarded on a competitive basis, so the number awarded in any year depends on academic performance. Since most fellowships are awarded for only one year at a time, students must be alert to all of the requirements pertaining to applications for the following year. These include filling out the necessary forms, and obtaining letters of recommendation.

Applicants who submit a completed application by 1st February and continuing students in the program are automatically considered for the following University of Toronto awards. We expect all eligible students currently registered in the program to apply for external awards (see below). The graduate office will work with you to establish your eligibility for specific awards, as well as pass on application details. However, if in doubt about your eligibility, you are *expected to apply*.

5.1.1.1 University of Toronto Fellowships

Value of \$1000 to \$7000 for 2016-2017

Teaching and research assistantships

These are awarded on the basis of the match between student backgrounds and the needs of the particular course.

4.2.1 Other University of Toronto Awards

Financial support for doctoral and master's students in planning includes the following:

5.1.1.2 David Chu Travelling Scholarships in Asia-Pacific Studies

Awarded on the basis of undertaking research or study in the Asia-Pacific region. Financial need and academic merit will be considered. Graduate students must demonstrate financial need either by qualifying for the Ontario Student Awards Program (OSAP) or by submitting a Financial Needs Assessment Form. Must be a Canadian citizen or permanent resident.

5.1.1.3 Royal Bank Graduate Fellowships in Public and Economic Policy

Awarded as admission scholarships on the basis of undertaking research or study in the area of public and economic policy. Financial need and academic merit will be considered. Graduate students must demonstrate financial need either by qualifying for the Ontario Student Awards Program (OSAP) or by submitting a Financial Needs Assessment Form. Must be a Canadian citizen or permanent resident. Associates of the University of Toronto Awards for Study of the United States: Awarded to graduate student undertaking research/study related to United States. Financial need and academic merit will both be considered. A one-page letter outlining student's research/study proposal along with a Financial Needs Assessment Form should be submitted. A letter of support from U of T faculty is also required.

5.1.1.4 Andrea and Charles Bronfman Students Awards in Israeli Studies

Awarded to graduate student undertaking research or study in Israel. Financial and academic merit will both be considered. A one-page outline of travel plans and estimated costs, a letter of support from U of T faculty member must be submitted.

5.1.1.5 Walter and Mary Tuohy Award in Arts and Science

This award alternates on an annual basis between the graduates and the undergraduates. Financial need and academic merit will both be considered. A one-page outline of travel plans with a Financial Needs Assessment Form must be submitted. Also a one-page letter of support from U of T faculty is required.

5.1.1.6 Dr. Roman Turko and Yaroslawa Turko Scholarship in Ukrainian Studies

Awarded to graduate student undertaking study or research related to Ukraine. Financial need and academic merit will both be considered. A one page letter outlining research/study proposal should be submitted along with a one page letter of support from U of T faculty.

4.2.2 External Awards

We expect all currently registered, eligible students to apply for External Awards. The Department's Graduate Student Advisor will work with you to establish your eligibility for specific awards and inform you about application details. External awards provide for generous funding and students are very strongly encouraged to apply for these awards. If registered at an Ontario university, apply through your home university; other Canadian applicants should contact OGS or SSHRC.

Students must be alert to all of the requirements pertaining to applications for the following year. These include filling out the necessary forms, and obtaining letters of recommendation.) Be advised that the department deadline for external awards is typically early October (check with administrators in September for the exact deadline.) All application documents must be received by the departmental deadline for consideration.

Please see the School of Graduate Studies website for a full list of various [master's awards](#) and [doctoral awards](#).

4.2.2.1 Ontario Graduate Scholarship (OGS)

For full-time graduate studies in Ontario. To apply, an "A-" average in the final two years of study is required. Valued at \$5,000 per term (September to August) in 2016-2017.

Further information can be found [here](#).

4.2.2.2 Joseph-Armand Bombardier Canada Graduate Scholarships Program—Master's Scholarships (SSHRC)

To apply, must be a Canadian citizen or permanent resident, and have an “A-” average in the final two years of study. Value in 2016-2017 is \$17,500 (MA) for one year and \$35,000 (PhD) for a maximum three years.

4.2.2.3 CIP Student Award for Academic Excellence

The Canadian Institute of Planners Student Awards for Academic Excellence will be awarded to the student member, in each of the CIP recognized planning programs across Canada, who achieves the highest academic standing over the length of the program.

4.2.3 Departmental Awards

The Department's Student Advisor will alert students during the academic year about awards and application deadlines by e-mail. The initiative to apply, however, rests with the student. Students are encouraged to further investigate awards by checking: 1) the School of Graduate Studies website: <http://www.sgs.utoronto.ca/current/calendar/financial.asp>; and 2) the Arts & Science website: <http://www.artsci.utoronto.ca/current/graduate/schps>.

The Department is grateful for the generous support of graduate students by its members, alumni and friends. These contributions are reflected in the following Departmental awards.

4.2.3.1 Alpar Scholarship

Named after Mrs. Zehra Alpar, Student Advisor from the 1960s through the 1990s. For an outstanding graduate student making good progress toward completing the degree. Submit application to the Chair by the last day of classes. In a case of extreme need, applications will be accepted at any time.

4.2.3.2 Geography Toronto Award

A commemorative memento for a graduating student who has made an outstanding contribution to the life of the Geography Department while at the same time achieving above-average academic success. Students may either apply directly to the Chair of the Department, or be nominated by a fellow student or faculty member.

4.2.3.3 Mitchell Goldhar Award for Excellent Achievement in the Planning Program

Awarded on the basis of academic merit to an outstanding graduate student either entering or continuing in the MSc Planning program. [MScPI students may apply]

4.2.3.4 Graduate Geography and Planning Student Society (GGAPSS) Endowed Bursary

Awarded on the basis of financial need to at least one graduate student in good academic standing with an overall average of at least “B+”. Submit application to the chair in the fall term.

4.2.3.5 Matthew W. F. Hanson Scholarship in Planning

Awarded annually to a graduate student enrolled in the Program in Planning on the basis of academic merit. Financial need will also be considered.

4.2.3.6 Ian D. Macpherson Award

Awarded to a student in either year of the Program in Planning whose work demonstrates both academic merit and practical problem-solving ability with some aspect of planning. No application is necessary as the selection is made by a committee. [MScPI students may apply]

4.2.3.7 McMaster Trust

Named after the Department's long-time Business Officer, Mrs. Anne McMaster. To help defray the cost of field-course-related expenses or research-related expenses. Submit application at any time to the Chair of

the Department. Application must include a letter from the student's supervisor discussing the availability of alternative sources of funding.

4.2.3.8 Thomas Luther Panton Scholarship

Awarded to a student in the Program in Planning on the basis of financial need and academic merit. Preference will be given to black students. *[MScPI students may apply]*

4.2.3.9 Benjamin Sonshine Urban Planning Scholarship

Awarded to a graduate of the University of Toronto in urban and economic geography continuing in the MSc Program in Planning. *[MScPI students may apply]*

4.2.3.10 Alan Tonks Scholarships

Endowed by the friends and colleagues of Alan Tonks, former Chairman of Metro Toronto. Awarded annually to up to four students entering the second year of the Program in Planning. Awards, based on academic merit, will be made to students specializing in urban planning, urban transportation and urban infrastructure. Financial need may also be taken into consideration. *[MScPI students may apply]*

4.2.3.11 University of Toronto Association of Geography Alumni (UTAGA) T.A. Award

An award in recognition of excellence as a teaching assistant for undergraduate geography courses taught at the St. George campus. All teaching assistants will be considered. Nominations from faculty, students and T.A.s are welcomed.

4.2.3.12 The Peter Walker First Year Planning Scholarship

Awarded annually to at least one student entering the second year of the Program in Planning on the basis of financial need. The award will be given to a student who has made the most significant contribution to planning practice through applied work. Academic merit may also be considered. The recipient should exemplify the "best all-round planner". *[MScPI students may apply]*

4.2.3.13 Edie Yolles Prize in Urban Planning

Awarded to a student of merit graduating from the Planning Program, not necessarily the one with the highest grades, who demonstrates a comprehensive approach to planning and has acquired the necessary skills. *[MScPI students may apply]*

4.2.3.14 Friends of Planning Graduate Scholarship for Innovation (GSEF)

Awarded to a student entering the second year of the Program in Planning who demonstrates, through their studies, volunteering and/or work experiences, innovative thinking and practice to plan for or promote planning among diverse communities. *[MScPI students may apply]*

4.2.3.15 Alexander B. Leman Memorial Award

Awarded to a student enrolled in the collaborative program at the Centre for Environment and the Department of Geography's Program in Planning based on academic merit and financial need.

4.2.3.16 Ontario Graduate Scholarship (OGS)

Endowed with contributions:

Neptis Foundation/OGS in Planning (2 awards)

Edward Sorbara — Urban Development Institute of Toronto/OGS in Geography — Planning Program

UofT Planning Alumni/OGS in Planning

Urban Strategies/OGS in Planning

4.2.4 Teaching Assistantships

A Teaching Assistant holds a junior academic appointment, and thus a responsible position in the Department. The duties include supervision of laboratory and tutorial work in undergraduate geography courses, and require up to ten hours per week, including preparation and marking.

Teaching assistants may hold a fellowship as well, though fellowship restrictions may limit the time available for employment. The wage and working conditions of teaching assistants are formally stated in the collective agreement between the University and the Canadian Union of Public Employees (CUPE) which is renegotiated on an annual basis.

4.2.5 Research Assistantships

There are a limited number of opportunities for students with special research skills to assist staff of the Department with research projects and contracts. Rates of pay and time requirements will vary.

5 Academic Procedures

5.1 Good Academic Standing

To be in good academic standing, a student registered in a degree program in the School of Graduate Studies must:

1. comply with the General Regulations of the School of Graduate Studies as well as with the Degree Regulations and program requirements governing that degree program; and
2. make satisfactory progress towards the completion of the degree.

All degree students are admitted under the General Regulations of the School of Graduate Studies, described in this section of this calendar. The degree regulations for the various doctoral and master's degrees offered by the School of Graduate Studies are specified in the [Degree Regulations](#) section of this calendar and in the [Programs by Graduate Unit](#) section, under the entry of the graduate unit offering the graduate program leading to the relevant degree. The specific requirements for the various graduate programs offered in the School of Graduate Studies are described under the entry of the graduate unit offering the program.

Each student is required to satisfy the program requirements found in the *SGS Calendar* (see [Programs by Graduate Unit](#)) of the academic year in which the student first registered in the graduate program. Failure to maintain good academic standing may result in various sanctions, including ineligibility for financial assistance, lowest priority for bursaries and assistantships, and even termination. The School of Graduate Studies may terminate the registration and eligibility of a student

1. who fails to comply with the General Regulations of the School of Graduate Studies, the relevant Degree Regulations, or the specific degree requirements of the graduate unit in which the student is registered; or
2. who fails to maintain satisfactory progress in the degree program in which the student is registered, as measured either by the general standards of the School of Graduate Studies or by the specific standards of the graduate unit.

5.2 Internal Termination Policy

Failure of a graduate course requires that students meet with the Director of Planning to discuss options, one of which may be a recommendation for termination to SGS. Failing two courses will normally lead to a recommendation for termination.

5.3 Late Grade Submissions

- If a grade is not submitted at the due date (set by SGS) because of incomplete work, the student must complete a *Petition for Course Extension Form* together with the instructor and submit it to the Graduate Office for approval no later than two days before the grade submission deadline.
- If the *Petition for Course Extension* is approved the outstanding work must be completed within one term following the term in which the course was offered. The grade for the incomplete course will appear initially as SDF (standing deferred) but will be replaced by a letter grade or INC (incomplete) if course requirements are not completed within one term. INC is a final grade.
- If a *Petition for Course Extension Form* is not submitted the course grade will automatically become INC.
- Appeals due to extraordinary conditions should be made jointly by the graduate student and course instructor to the Director of the Program in Planning.

5.4 Grievance Procedures

In the event of a grievance related to academic or procedural matters, the student should first discuss the matter with the relevant instructor. If the matter is not resolved it should then be raised with the Director of the Program in Planning. If the student is still dissatisfied, more formal avenues of appeal are described in the Calendar of the School of Graduate Studies.

6 Typical Costs of Living

Costs below are as of July 2016.

6.1 Tuition Fees

Canadian citizen or landed immigrant (including \$1,461.69 incidental fees)	\$11,641.69
Visa Student (including \$1,461.69 incidental fees and \$612 mandatory University Health Insurance Plan)	\$30,393.69

6.2 Health Insurance

All international students (and their dependents) at Ontario universities must enroll in the University Health Insurance Plan (UHIP). The insurance costs approximately \$684.00 per year for a single student.

6.3 Food, Travel and Entertainment

Inexpensive restaurant meal	\$17.00
Week's groceries for two.....	\$200.00
Transit tokens.....	10 for \$27.00

6.4 Accommodation

Room at the Graduate Student Residence with shared kitchen and bathroom (per month)	\$601.00-\$878.00
Room in a shared house (per month)	\$400.00-\$700.00
One bedroom apartment (per month)	\$800.00-\$1000.00

6.5 Housing

Information on housing can be obtained from:

University Housing Service

Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9 Canada
Tel: (416) 978-8045 Fax: (416) 978-1616
Email: housing.services@utoronto.ca
Web: www.housing.utoronto.ca

7 Instructors and Members of Graduate Faculty in the Planning Program for 2016-2017

*** = Adjunct or Cross-Appointed Faculty**

* **Harald Bathelt** (Cross-Appointed Faculty, Professor – Political Science)
(PhD University of Giessen, 1991) Clusters, innovation systems and knowledge creation, political economy and economic geography, industrial restructuring and globalization, regional policy and governance.
✉ harald.bathelt@utoronto.ca

* **Paul Bedford** (Adjunct Professor, Associate Member – SGS)
(MSc Southern Illinois, 1972) FCIP; Transportation, regional governance, smart growth, community involvement

* **Joe Berridge** (Adjunct Professor, Associate Member – SGS)
(MA Toronto, 1971) FCIP, RPP, FIUD; Transportation, urban regeneration, urban design

Alana Boland (Associate Professor)
(PhD Washington, 2001) Environment and development, urban political ecology, China
✉ boland@geog.utoronto.ca

Larry S. Bourne (Professor Emeritus)
(PhD Chicago, 1966) FRSC, MCIP: Urban development policy, comparative urban systems, urban structure, social-spatial inequalities
✉ bourne@geog.utoronto.ca

Donald Boyes (Senior Lecturer, Associate Member, SGS)
(PhD Western, 1998) GIS, remote sensing, fluvial geomorphology
✉ boyes@geog.utoronto.ca

John Britton (Professor Emeritus)
(PhD University of London (LSE, 1966) Canadian industrial development: foreign ownership and its impacts, industrial innovation, and trade liberalization. Research targets the development of industrial networks and clusters in the Toronto region, especially among new media firms.
✉ britton@geog.utoronto.ca

Ron Buliung (Associate Professor)
(PhD McMaster, 2004) Activity-based approaches to travel analysis and modeling, travel behaviour response to the spatial organization of the modern city, transport-environment interactions and effects, geography of illness and disease, urban social and environmental issues, spatial analysis and GIS.
✉ ron.buliung@utoronto.ca

Philippa Campsie (Adjunct Professor, Associate Member – SGS)
(MSc Toronto, 1994) Effective communication techniques in planning, housing and homelessness, food and local agriculture

Tenley Conway (Associate Professor)
(PhD Rutgers, 2004) Landscape ecology, land use/land cover change, environmental modeling, the structure and function of coupled human-environmental systems, environmental management
✉ tenley.conway@utoronto.ca

Deborah Cowen (Assistant Professor)
(PhD Toronto, 2005) Geographies of citizenship, security, and war; Sub/urban political geography

✉ deb.cowen@utoronto.ca

Amrita G. Daniere (Professor, Chair – UTM and Vice-Dean, Graduate – UTM)
(PhD Harvard, 1990) MCIP: Urban development and environmental planning in SE Asia (esp. Thailand and Vietnam), urban environmental planning, housing markets in developing countries

✉ daniere@geog.utoronto.ca

Pierre Desrochers (Associate Professor)
(PhD Montreal, 2000) Economic development, technological innovation, entrepreneurship, international trade, business-environment, business-university interactions

✉ pierre.desrochers@utoronto.ca

Miriam Diamond (Professor)
(PhD Toronto, 1990) Applied environmental chemistry, eco-toxicology of contaminants, mathematical modelling of physical systems; women in science and development

✉ diamond@geog.utoronto.ca

Richard J. DiFrancesco (Associate Professor, Director, Innis College Urban Studies Program)
(PhD McMaster, 1995) MCIP: Canadian North, Northern energy policy, environmental modelling, regional economic models

✉ difrance@geog.utoronto.ca

Steven Farber (Assistant Professor)
(PhD McMaster, 2010) Urban transportation and spatial analysis

✉ steven.farber@utoronto.ca

Matthew J. Farish (Associate Professor)
(PhD British Columbia, 2003) The historical geography of the Americas; geopolitics and militarism; urban culture

✉ farish@geog.utoronto.ca

***John Farrow** (Adjunct Professor, , Associate Member, SGS)
(MBA. York, 1978) MCIP: Urban management and land economics

Richard Florida (Professor and Director – Martin Prosperity Institute, Rotman, Full Member, SGS)
(PhD Columbia University, 1986) Economic Development, Creativity, Location, Innovation

✉ florida@rotman.utoronto.ca

Meric S. Gertler (Professor and Dean, Faculty of Arts & Science)
(PhD Harvard, 1983) FRSC, MCIP: Urban and regional economic change, regional innovation and learning, interaction between culture and economy

✉ gertler@geog.utoronto.ca

Emily Gilbert (Associate Professor, Director, Canadian Studies)
(PhD Bristol, 1998) Nation-states, colonialism and empire, globalization, money, borders, citizenship, social and cultural theory

✉ gilbert@geog.utoronto.ca

Kanishka Goonewardena (Associate Professor)
(PhD Cornell, 1998) City and regional planning

✉ kanishka@geog.utoronto.ca

Jason Hackworth (Associate Professor, Undergraduate Coordinator)
(PhD Rutgers, 2000) Urban and economic geography, political economy, housing, inner city real estate investment

✉ jason.hackworth@utoronto.ca

L. D. Danny Harvey (Professor)

(PhD Toronto, 1986) Climate modeling, climatic change, energy and environment

✉ harvey@geog.utoronto.ca

Paul Hess (Associate Professor and Director, Program in Planning)

(PhD Washington, 2001) Urban form, urban design, pedestrian travel, streets as public space, history of suburbanization and planning, and GIS analysis of built environments

✉ hess@geog.utoronto.ca

J. David Hulchanski (Professor–Social Work, Associate Director (Research) Cities Centre)

(PhD Toronto, 1981) MCIP; Housing, community development, social policy, immigration

Mark W. Hunter (Assistant Professor)

(PhD California at Berkeley, 2005) Uneven geographies of health, Aids, sexuality, political economy, development, Africa

✉ mhunter@utsc.utoronto.ca

Marney Isaac (Assistant Professor)

(PhD Toronto, 2008) agroforestry systems/management, natural resource management, forest ecology

✉ marney.isaac@utoronto.ca

Thembele Kepe (Associate Professor)

(PhD Western Cape, South Africa, 2002) People-environment interactions, land rights, politics of development projects, southern Africa

✉ kepe@utsc.utoronto.ca

Kundan Kumar (Assistant Professor)

(PhD Michigan State University, 2009) Natural resources governance: institutions of tenure, rights and access, and decentralization, devolution and democracy; forest resources management

✉ kumarkun@gmail.com

Deborah Leslie (Professor)

(PhD British Columbia, 1995) Urban-economic, cultural and feminist geography

✉ leslie@geog.utoronto.ca

Robert D. Lewis (Professor)

(PhD McGill, 1992) Historical geography, historical industrial labour markets, urban manufacturing from 1850 to 1950, North American cities

✉ lewis@geog.utoronto.ca

Kenneth I. MacDonald (Assistant Professor)

(PhD Waterloo, 1995) International development, politics of biodiversity conservation, transnationalism, cultural politics, South Asia

✉ kmacd@utsc.utoronto.ca

Virginia W. Maclaren (Professor, Chair – St. George)

(PhD Cornell, 1984) MCIP; Urban waste management, sustainable cities and indicators, environmental planning and impact assessment

✉ maclaren@geog.utoronto.ca

David Macleod (Adjunct Professor, Associate Member – SGS)

(MA Toronto, 1987) Urban climate change adaptation and environmental management

Minelle Mahtani (Associate Professor)

(PhD University College, London, 2000) “Mixed race” identity, media and minority representation, critical journalism, women of colour in geography

✉ mahtani@utsc.utoronto.ca

***Stanley M. Makuch** (Adjunct Professor, Associate Member – SGS)
(LLM Harvard, 1972) Municipal government, economic analysis of law, legal aspects of land

Deborah McGregor (Associate Professor)
(PhD Toronto, 2000) Aboriginal issues, environmental ethics, traditional ecological knowledge, forest management

✉ mcgregor@geog.utoronto.ca

Eric J. Miller (Distinguished Professor – Civil Engineering, Director – Cities Centre)
(PhD MIT, 1978) Transportation planning; modelling transportation - land use interactions, urban transport emissions and energy consumption

John R. Miron (Professor)
(PhD Toronto, 1974) Location theory, migration and regional economic growth, demographic change and housing demand

✉ miron@utsc.utoronto.ca

Scott Prudham (Professor)
(PhD California at Berkeley, 1999) Political economy, the environment, social theory and nature, natural resource industries, environmental policy and regulation, the forest sector (particularly western North America)

✉ prudham@geog.utoronto.ca

Katharine N. Rankin (Associate Professor)
(PhD Cornell, 1998) Politics of planning and development; feminist and critical theory; culture-economy articulations; comparative market regulation; ethnographic methods; South and Southeast Asia

✉ rankin@geog.utoronto.ca

Susan Ruddick (Associate Professor)
(PhD UCLA, 1991) MCIP; Urban/social planning, identity formation among marginalized youth and immigrants, neighbourhood and community design, N. America and Europe

✉ ruddick@geog.utoronto.ca

Beth Savan (Associate Member, SGS)
(PhD London, 1979) MCIP; Environmental management, assessment and planning; environmental health and standards

✉ b.savan@utoronto.ca

Harvey Shear (Lecturer – UTM, Associate Member, SGS)
(PhD, University of London, 1972) Nutrient and contaminant fluxes in subtropical lakes; indicators of sustainability

✉ hshear@utm.utoronto.ca

Matti Siemiatycki (Assistant Professor)
(PhD, UBC) Transportation policy and planning; infrastructure finance and delivery; community and regional planning

✉ siemiatycki@geog.utoronto.ca

Rachel M. Silvey (Associate Professor)
(PhD Washington, 1997) Migration, Indonesia, feminist theory, critical development studies, Islam, and the politics of transnationalism

✉ silvey@geog.utoronto.ca

Andre Sorensen (Associate Professor)

(PhD University of London, 1998) Urban Japan, land-use, suburban development

✉ sorensen@utsc.utoronto.ca

Sarah Wakefield (Associate Professor)

(PhD McMaster, 2002) Geographies of urban environmental health

✉ wakefield@geog.utoronto.ca

Alan Walks (Associate Professor)

(PhD Toronto, 2004) Urban social and political geography, urban policy and neighbourhood inequality, urban form and political ideology, metropolitan governance, regional planning, housing and homelessness, geographies of social justice

✉ awalks@utm.utoronto.ca

Kathleen Wilson (Associate Professor)

(PhD Queen's, 2000) Aboriginal health, access to health care, environment and health, neighbourhoods and health

✉ kathi.wilson@utoronto.ca

Peter Zimmerman ((Adjunct Professor, Associate Member – SGS)

(MES York, 1996) MCIP, RPP; Residential planning and development

Professors Emeriti

L. S. Bourne

G. Gad

W. Michelson

R. M. Soberman

J. Britton

R. Jaakson

S. T. Roweis

J. B. R. Whitney

J. Dakin

J. T. Lemon

J. W. Simmons

Please also visit the following website <http://www.geog.utoronto.ca/people/faculty> for most current information on graduate faculty in the Department of Geography and Program in Planning.

8 Ethics Review

University of Toronto policies stipulate that all graduate student research that involves human subjects be reviewed and approved by an ethics review committee before work can begin. The ethics review committee covering Geography graduate students is the Social Sciences and Humanities Ethics Review Committee. Research involving human subjects includes:

- Obtaining data about a living individual through intervention or interaction with the individual, or the obtaining of private personal information about the individual;
- Secondary use of data (i.e., information collected for purposes other than the proposed research) that contains identifying information about a living individual, or data linkage through which living individuals could be identified;
- Naturalistic observation, except the observation of individuals in contexts in which it can be expected that the observation of individuals in context in which it can be expected that the participants are seeking public visibility;
- Research involving human remains, cadavers, tissues, biological fluids, embryos, or fetuses.

The regulations apply to all students and faculty involved in individual research projects. For projects carried out within a course the instructor is required to obtain blanket permission for that course.

8.1 Sources of Information

University of Toronto policies stipulate that all graduate student research that involves human subjects be reviewed and approved by an ethics review committee before work can begin. The ethics review committee covering Geography graduate students is the Social Sciences and Humanities Ethics Review Committee. Research involving human subjects includes:

- University of Toronto, School of Graduate Studies, Research Involving Human Subjects. Student Guide to Ethical Conduct. Copies will be available in the Department Office.
- Websites
- General, including forms for downloading: <http://www.research.utoronto.ca/quick-find/research-related-forms/>
- Review committees, dates of meetings, submission deadlines: <http://www.research.utoronto.ca/for-researchers-administrators/ethics/human/boards-committees/>

8.2 Steps to be Taken

- Check the website: www.research.utoronto.ca/ethics/ehwhen.html for Application Procedures and deadlines.
- Obtain and complete the following forms:
 - Ethics Review Application Cover Sheet
 - Ethics Protocol Submission Instructions Form
 - Informed Consent Form/Letter

These forms (and instructions) can be downloaded from www.research.utoronto.ca/ethics/eh_forms.html. These forms will also be available in the Department Office in hardcopy.

- Have your supervisor sign your application.
- Submit 12 copies of your application to the Ethics Review Office of Research and International Relations in Simcoe Hall, Room 10A two weeks ahead of Ethics Review Committee meetings.
- Administrative contact and help with applications: Ms. Marianna Richardson 416-978-3165 or marianna.richardson@utoronto.ca.

If necessary, the Graduate Coordinator will designate faculty and other resource persons to assist students with Ethics Reviews.

9 Policy on Official Correspondence with Students

The University and its divisions may use the postal mail system and/or electronic message services (e.g., electronic mail and other computer-based on-line correspondence systems) as mechanisms for delivering official correspondence to students.

Official correspondence may include, but is not limited to, matters related to students' participation in their academic programs, important information concerning University and program scheduling, fees information, and other matters concerning the administration and governance of the University.

9.1 Postal Address and Electronic Mail Accounts

Students are responsible for maintaining and advising the University, on the University's student information system (currently ROSI), of a current and valid postal address as well as the address for a University-issued electronic mail account that meets a standard of service set by the Vice-President and Provost.

Failure to do so may result in students missing information and will not be considered an acceptable rationale for failing to receive official correspondence from the University.

9.2 University Rights and Responsibilities Regarding Official Correspondence

The University provides centrally-supported technical services and the infrastructure to make electronic mail and/or on-line communications systems available to students. University correspondence delivered by electronic mail is subject to the same public information, privacy and records retention requirements and policies as are other university correspondence and student records. The University's expectations concerning use of information and communication technology are articulated in the guidelines on Appropriate Use of Information and Communication Technology (available on the website of the Office of the Vice-President and Provost: www.provost.utoronto.ca/policy/use.htm).

9.3 Students' Rights and Responsibilities Concerning Retrieval of Official Correspondence

Students are expected to monitor and retrieve their mail, including electronic messaging account(s) issued to them by the University, on a frequent and consistent basis. Students have the responsibility to recognize that certain communications may be time-critical. Students have the right to forward their University-issued electronic mail account to another electronic mail service provider address but remain responsible for ensuring that all University electronic message communication sent to the official University-issued account is received and read.

10 SGS Academic Calendar: 2016-2017

2016

August	26	Last day for payment of tuition fees to meet registration deadline
September	5	Labour Day
	6	Graduate Orientation Day
	9	Coursework must be completed and grades submitted for summer session courses and extended courses (2)
	12	Fall term graduate classes begin
	14	Summer Session grades available for viewing by students on the Student Web Service
	15	Final date to submit Ph.D. theses to SGS to avoid fee charges for 2015-16
	16	Registration for September session ends. After this date a late registration fee will be assessed.
	26	Final date to add full-year and September session courses
	30	Final date for receipt of degree recommendations and submission of any required theses for master's degrees for Fall Convocation (3)
	30	Final date to submit final Ph.D. thesis for Fall Convocation
October	10	Thanksgiving Day
	31	Final date to drop September session full or half courses without academic penalty
November	30	Students registered in Fall-Winter: Last date for payment of Winter session minimum required payment (unpaid fees from previous session[s] + 100% of current Winter session tuition charges)
		Fall Convocation Information and Dates are posted at: www.convocation.utoronto.ca , choose Fall
December	21	Winter break begins (for last day of classes before Winter break, consult graduate units concerned)
2017		
January	9	Most formal graduate courses and seminars begin in the week of January 11th (1)
	13	Final date for registration of students beginning program in January session; after this date, a late registration fee will be assessed
	13	Coursework must be completed and grades submitted for September session courses (2)
	16	Final date to submit Ph.D. theses without fee payment for January session
	18	Fall Session grades available for viewing by students on the Student Web Service
	20	Final date for receipt of degree recommendations and submission of any required theses for March or June graduation for master's students without fees being charged for the January session (3)
	20	Final date for all students to request that their degrees be conferred <i>in absentia</i> in March
	20	Fall dual registrants must be recommended for the master's degree by this date to maintain their Ph.D. registration (3)
	23	Final date to add January session courses (4)
February	20	Family Day (Reading Week for Faculty of Arts and Science undergraduate students takes place from February 20 th to 24 th)
	27	Final date to drop full-year or January session courses without academic penalty (4)
March	TBA	Graduation <i>In absentia</i> Information is posted at: www.convocation.utoronto.ca , choose March <i>in absentia</i>
April	14	Good Friday (University Closed)
	21	For students obtaining degrees at June Convocation, course work must be completed and grades submitted for full-year and January session courses
	21	Final date for receipt of degree recommendations and submission of any required theses for master's degrees for June Convocation(3)
	21	Final date for submission of final Ph.D. thesis for students whose degrees are to be conferred at the June Convocation
	21	Final date for degree recommendations of January dual registrants for the master's degree to maintain their Ph.D. registration (3)
May	TBA	For first day of summer classes, consult graduate unit concerned.
	5	Final date for registration for May session
	8	Final date to enrol in May-June or May-August session courses

	12	Course work must be completed and grades submitted for full-year and January session courses (except for extended courses) (2)
	17	January Session grades available for viewing by students on the Student Web Service
	22	Victoria Day
June	26	Final date to drop May/June F section courses without academic penalty June convocation information and dates are posted at www.convocation.utoronto.ca
	19	Final date to drop May-August session Y section courses without academic penalty
	24	Final date to enrol in July coursework-only programs
July	1	Canada Day Holiday
	4	Final date to enrol in July-August courses
	14	Coursework must be completed and grades submitted for May/June F Section Courses (2)
	17	Final date to drop July-August S section courses without academic penalty
	19	Grades for May/June F Section Courses available for viewing by students on the Student Web Service

Notes:

- (1) *The precise dates of commencement of courses are determined by the graduate units; students are urged to contact the relevant graduate units for information. SGS maintains the 13-week graduate instruction period; however, if a course does not fall into the traditional 13-week period, the graduate unit will inform students of important dates and deadlines in the course syllabus. University policy states that the first day of classes in the fall session in all teaching divisions should not be scheduled on the first and second days of Rosh Hashanah (from 1 1/2 hours before sunset on Wednesday, September 4, 2013 to about 1 1/2 hours after sunset on Friday, September 6, 2013) or on Yom Kippur (from about 1 1/2 hours before sunset on Friday, September 13, 2013 to about 1 1/2 hours after sunset on Saturday, September 14, 2013).*
- (2) *Graduate units may establish earlier deadlines for completion of course work and may prescribe penalties for late completion of work and for failure to complete work, provided that these penalties are announced at the time the instructor makes known to the class the methods by which student performance shall be evaluated.*
- (3) *For final dates for completing degree requirements, students should consult their own departments.*
- (4) *Graduate units may establish earlier deadlines to add/drop courses. Please note that the last date to cancel a course or registration with no academic penalty is not the same as the last date to be eligible for a refund.*

Additional information for all Students (including Special Students):

1. Dropping courses prior to deadlines or withdrawing from a program without academic penalty does not guarantee a refund. Information on fee refunds and deadlines is outlined on www.fees.utoronto.ca.
 2. Most information related to graduate studies will be posted by email; therefore, it is important that students check their email messages regularly. Please pay particular attention to announcements regarding deadlines, as normally signs will not be posted. Notices about awards, employment opportunities and some miscellaneous items will be posted on the Graduate Geography/ Planning bulletin board located outside the departmental office on the fifth floor of Sidney Smith Hall.
 3. It is the responsibility of the student to be aware of all relevant deadlines
- * Please see Late Grades Submission in [Section 6.3.1](#).

11 2016-2017 Dates of Relevance for the U of T Community

It is the policy of the University of Toronto to arrange reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays.

Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences. Instructors will make every reasonable effort to avoid scheduling tests, examinations or other compulsory activities at these times. If compulsory activities are unavoidable, every reasonable opportunity should be given to these students to make up work that they miss, particularly in courses involving laboratory work. When the scheduling of tests or examinations cannot be avoided, students should be informed of the procedure to be followed to arrange to write at an alternative time.

It is most important that no student be seriously disadvantaged because of her or his religious observances. However, in the scheduling of academic and other activities, it is also important to ensure that the accommodation of one group does not seriously disadvantage other groups within the University community.

August 2016 to June 2017	
Ramadan*	Begins at sunset of June 5 to July 6, 2016. Muslims may fast from dawn to dusk, abstaining from food and drink. Examinations scheduled in the evening may pose a special burden.
Eid-al-Fitr	July 6, 2016 and ends on July 9, 2016
Eid-al-Adha	Begins on September 10, 2016 and ends on September 14, 2016
Rosh Hashanah	Begins at sunset on October 2, 2016 and ends at sunset on October 4, 2016
Yom Kippur	Begins at sunset on October 11, 2016 and ends at sunset on October 12, 2016
Sukkot	Begins at sunset on October 16, 2016 and the second day ends at sunset on October 18, 2016
Shemini Atzeret/ Simhat Torah	Shemini Atzeret begins at sunset on October 23, 2016 and ends at sunset on October 24, 2016; Simhat Torah begins at sunset on October 24, 2016 and ends at sunset on October 25, 2016
Diwali (Deepavali)	October 30, 2016
Hanukkah	Begins at sunset on December 24, 2016 and ends at sunset on January 1, 2017
Feast of the Nativity	January 7, 2017
Christmas (Orthodox)	January 7, 2017
Lunar New Year	January 28, 2017
First two days of Passover	Begins at sunset on April 10, 2017 and ends at sunset on April 12, 2017
Last two days of Passover	Begins at sunset on April 16, 2017 and ends at sunset on April 18, 2017
Holy Friday (Orthodox)	Friday, April 14, 2017
Easter (Orthodox)	Sunday, April 16, 2017
Shavuot	Begins at sunset on May 30, 2017 and ends at sunset on June 1, 2017
Aboriginal Day of Prayer	June 21, 2016
<i>(from the Office of Vice Provost, Students, August 20165)</i> http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances/Dates-2016-17.htm	
* Some observances are based on the lunar calendar, and thus may vary by one or two days.	

12 Program in Planning Contacts at the University of Toronto

Director, Program in Planning	Professor Richard DiFrancesco Room 5025a (416) 978-2935 richard.difrancesco@utoronto.ca
Department Chair, Department of Geography	Professor Virginia Maclaren Room 5050 416 978-4977 maclaren@geog.utoronto.ca
Student Advisor (PhD)	Ms. Jessica Finlayson Room 5045 (416) 978-3377 finlayson@geog.utoronto.ca
Planning Program Advisor (MScPI)	Ms. Marija Wright Room 5053 (416) 946-0269 wright@geog.utoronto.ca
Departmental Address	Program in Planning University of Toronto 100 St. George Street Room 5053 Toronto, Ontario M5S 3G3
Departmental Main Office	Sidney Smith Hall, Room 5047 (416) 978-3375 (416) 946-3886 (Fax)
Taylor Room (Graduate Student Lounge)	Sidney Smith Hall, Room 619B (416) 978-4812
Program in Planning Website	http://geography.utoronto.ca/graduate-planning/

13 Planning Program – Faculty Directory

Faculty	Telephone	Email	Campus [Office]
Alana Boland	416 978-1587	boland@geog.utoronto.ca	St. George [SSH 5006]
Larry Bourne	416 978-1593 416 978-4382	bourne@geog.utoronto.ca	St. George [SSH 5019]
Donald Boyes	416 978-1585	boyes@geog.utoronto.ca	St. George [SSH 5011]
Ron Buliung	905 569-4419	ron.buliung@utoronto.ca	Mississauga [SB 3272]
Tenley Conway	905 828-3928	tenley.conway@utoronto.ca	Mississauga [SB 3256]
Deborah Cowen	416 946-0567	deb.cowen@utoronto.ca	St. George [SSH 5033]
Amrita Daniere	416 978-3236 905 828-3862	daniere@geog.utoronto.ca	St. George [SSH 5063] Mississauga [SB 2110B]
Pierre Desrochers	905 828-5206	pdesroch@eratos.erin.utoronto.ca	Mississauga [SB 3273]
Miriam Diamond	416 978-1586	diamond@geog.utoronto.ca	St. George [PGB 207A]
Richard DiFrancesco	416 978-2935	difrance@geog.utoronto.ca	St. George [SSH 5025]
Steven Farber	416 208-5120	steven.farber@utoronto.ca	Scarborough [P106]
Matt Farish	416 978-6671	farish@geog.utoronto.ca	St. George [SSH 5040]
Meric Gertler	416 978-5992 416 973-3383	gertler@geog.utoronto.ca	Suite 206, 27 Kings College Circle
Emily Gilbert	416 978-0751	gilbert@geog.utoronto.ca	St. George [UC B301]
Kanishka Goonewardena	416 978-2974	kanishka@geog.utoronto.ca	St. George [SSH 5062]
Jason Hackworth	416 946-8764	jason.hackworth@utoronto.ca	St. George [SSH 5010]
Danny Harvey	416 978-1588	harvey@geog.utoronto.ca	St. George [SSH 5032]
Paul Hess	416 978-4955	hess@geog.utoronto.ca	St. George [SSH 5067]
Mark Hunter	416 208-4764	mhunter@utsc.utoronto.ca	Scarborough [MW 366]
Thembela Kepe	416 287-7281	kepe@utsc.utoronto.ca	Scarborough [MW 280]
Deborah Leslie	416 978-8467	leslie@geog.utoronto.ca	St. George [SSH 5066]
Robert Lewis	416 978-1590	lewis@geog.utoronto.ca	St. George [SSH 5003]
Kenneth MacDonald	416 287-7294	kmacd@utsc.utoronto.ca	Scarborough [MW 276]
Virginia Maclaren	416 978-4977	maclaren@geog.utoronto.ca	St. George [SSH 5050]
Minelle Mahtani	416 208-7302	mahtani@utsc.utoronto.ca	Scarborough [B 560]
Deborah McGregor	416 978-2334	mcmgregor@geog.utoronto.ca	St. George [SSH 5037]
John Miron	416 287-7287	miron@utsc.utoronto.ca	Scarborough [MW 354]
Scott Prudham	416 978-4975	prudham@geog.utoronto.ca	St. George [SSH 5007]
Katharine Rankin	416 978-1592	rankin@geog.utoronto.ca	St. George [SSH 5002]
Susan Ruddick	416 978-1589	ruddick@geog.utoronto.ca	St. George [SSH 5059]
Matti Siemiatycki	416 946-5145	siemiatycki@geog.utoronto.ca	St. George [SSH 5041]
Rachel Silvey	416 978-6640	silvey@geog.utoronto.ca	St. George [SSH 5036]
Andre Sorensen	416 287-5607	sorensen@utsc.utoronto.ca	Scarborough [MW 362]
Sarah Wakefield	416 978-3653	wakefield@geog.utoronto.ca	St. George [SSH 5014]
Alan Walks	905 828-3932	awalks@utm.utoronto.ca	Mississauga [SB 3258]
Kathi Wilson	905 828-3864	kathi.wilson@utoronto.ca	Mississauga [SB 3283]

14 Web Addresses Directory

Name	URL
Adult Education and Community Development (at OISE)	http://aecp.oise.utoronto.ca/ae/index.html
Arts and Science, Faculty of (Scholarships)	www.artsci.utoronto.ca/current/graduate/schps
Asia-Pacific Studies	http://webapp.mcis.utoronto.ca/asiapacific-ma/
Cartography Office	http://www.geog.utoronto.ca/resources/cartography
Cities Centre, U of T	http://www.citiescentre.utoronto.ca/
City of Toronto Archives	www.toronto.ca/archives/
Civil Engineering, Department of	www.civil.engineering.utoronto.ca/site4.aspx
Economics, Department of	www.economics.utoronto.ca/
Engineering, Faculty of	www.engineering.utoronto.ca/site8.aspx
Environment, Centre for	www.environment.utoronto.ca/GraduatePrograms/EnvironmentalStudies/
Forestry, Faculty of	www.forestry.utoronto.ca
Geography, Department of	www.geog.utoronto.ca
Graduate Student Residence	http://www.sgs.utoronto.ca/gradhouse/
Graduate Studies, School of	www.sgs.utoronto.ca
Industrial Engineering, Department of	www.mie.utoronto.ca
Institute for Policy Analysis	www.chass.utoronto.ca/ipa/ipa.html
International Studies (Munk Centre)	http://ir.mcis.utoronto.ca
Library, U of T main site	http://main.library.utoronto.ca
Library, Robarts	http://content.library.utoronto.ca/robarts
Management, Faculty of	www.mgmt.utoronto.ca/index.html
Map, Air Photo & GIS Collection	http://prod.library.utoronto.ca:8090/maplib
Municipal Reference Library, City of Toronto	www.tpl.toronto.on.ca/hou_az_trl.jsp
Ontario, Government of	www.gov.on.ca
Ontario Provincial Archives	www.archives.gov.on.ca
Ontario Provincial Legislative Library	www.ontla.on.ca/web/go2.jsp?locale=en&Page=/lao-organization/library_mandate_history&menulitem=lao-organization
Political Science, Department of	www.chass.utoronto.ca/polsci
Program in Planning	www.geog.utoronto.ca/programs/planning
Student Housing	www.housing.utoronto.ca
Urban Affairs Library	http://www.torontopubliclibrary.ca/uni_urb_index.jsp
Urban and Community Studies, Centre for (CUCS)	www.urbancenter.utoronto.ca
Urban Design Studies	www.geog.utoronto.ca/programs/planning
University Health Insurance Plan (UHIP)	www.isc.utoronto.ca/healthinsurance/uhipmain.htm
U of T Mississauga campus	www.erin.utoronto.ca
U of T Provost	www.provost.utoronto.ca/use.htm
U of T Research (Ethics)	www.research.utoronto.ca/ethics/index.html
U of T Scarborough campus	www.utsc.utoronto.ca

